DOCUMENT RESUME

ED 216 057 UD 022 055

AUTHOR Iwanicki, Edward F.; Gable, Robert K.
TITLE Hartford Project Concern Program. Final Evaluation Report, 1980-1981.
SPONS AGENCY Hartford Public Schools, Conn.
PUB DATE Aug 81
NOTE 131p.; Some tables may be marginally legible due to small size type on original document.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Compensatory Education; *Criteria; Educationally Disadvantaged; Elementary Education; *Eligibility; *Mathematics Achievement; *Program Effectiveness; *Reading Achievement; Student Attitudes; Student Characteristics
IDENTIFIERS Elementary Secondary Education Act Title I; *Hartford Public Schools CT; State Act for Disadvantaged Children (Connecticut)

ABSTRACT

This report evaluates Project Concern, a compensatory education program of the Hartford, Connecticut public schools, funded by Title I of the Elementary and Secondary Education Act, the State Act for Disadvantaged Children (SADC), and local compensatory education funds. The report analyzes participant selection procedures, describes program participants, and examines program impacts for 1980-81. Achievement levels of Project Concern students, compensatory education students in Hartford Title I validated schools, and students in the general Hartford district are compared. The following findings are presented: 1) the random student selection process initiated in 1966 evolved into a parent volunteer procedure in 1980-81; 2) academic achievement levels of program entrants between 1977 and 1980 appeared high relative to Federal and State compensatory education participant selection guidelines and were higher than the levels of other Hartford Title I students; 3) reading and mathematics achievement gains after Project Concern participation were higher in some grades and lower in other grades as compared to achievement gains of general Hartford school students and of Title I students; and 4) school attitudes of Project Concern participants were positive. It is recommended that changes in the nature, goals, and selection procedures of Project Concern be considered, and that past program budgets be reviewed for consistency with funding source regulations. (MJL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED216057

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Hernan LaFontaine
Hartford [CT]
Public Schools

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FINAL EVALUATION REPORT

1980-1981 HARTFORD

PROJECT CONCERN PROGRAM

Conducted by

Edward F. Iwanicki
Robert K. Gable

Evaluation Consultants
University of Connecticut

Presented to the

Hartford Public Schools

August, 1981

UD022055

PREFACE

The 1980-1981 Hartford Project Concern Program evaluation focused on the following four areas:

1. An analysis of the Project Concern program selection procedures.

2. The development of a profile of the background characteristics of current Project Concern participants.

3. An examination of the cognitive and affective impact of Project Concern.

4. A synthesis of the findings of previous evaluations of the Project Concern program.

Subsequent chapters of this report provide detailed information regarding the evaluation design, procedures, and findings for areas 1-3. The report on the synthesis of the findings of previous evaluations of the Project Concern program is available separately.

ACKNOWLEDGEMENTS

The 1980-1981 evaluation of the Hartford Project Concern Program would not have been possible without the full cooperation of the participating communities. Our sincere thanks are extended to the superintendents, principals, and teachers in the Project Concern communities for their support and assistance.

In addition, we wish to express our gratitude to particular individuals whose efforts were crucial to the conduct of the evaluation:

To Patrick Proctor of the Connecticut State Department of Education for his support and interest that a quality program evaluation be conducted.

To Robert Nearine, William Paradis, Mary Carroll, Sharon Lacey, and Gloria DeJesus of the Hartford Public Schools for their inputs into the design of the evaluation, their assistance in coordinating the testing activities, and their cooperation in providing access to information regarding Project Concern participants.

To Project Concern aides for their assistance in gathering the data needed to develop a profile of current Project Concern participants.

To suburban school personnel who assumed responsibility for administering the Metropolitan Achievement Tests to Project Concern students.

To Susan Stout for her assistance in checking and keypunching the evaluation data.

To Ann Marie Fortier for her secretarial assistance, often in light of some difficult time constraints.

TABLE OF CONTENTS

		Page
PREFACE		i
ACKNOWLEDGEMENTS		ii
LIST OF TABLES		iv
LIST OF FIGURES		vi
LIST OF APPENDICES		vii
CHAPTER		
I	SELECTION TO THE PROJECT CONCERN PROGRAM	
	Introduction	1
	Title I and SADC Guidelines	1
	Selection to the Program	2
	Findings	3
	Student Achievement Prior to Entering Project Concern	5
	Procedures	6
	Achievement Data Comparisons	8
	Project Concern and hartford Title I Schools Achievement	14
	Summary	25
II	A PROFILE OF CURRENT PROJECT CONCERN PARTICIPANTS	
	Introduction	27
	Procedures	27
	Findings	28
	Personal Characteristics	28
	Project Information	28
	School Programs	36
	Summary	37
III	MONITORING THE COGNITIVE AND AFFECTIVE IMPACT OF PROJECT CONCERN	
	Background and Evaluation Design	39
	Assessing the Achievement Growth of Project Concern Participants	43
	Procedures for Assessing Achievement Growth	45
	Findings Regarding the Cognitive Impact of the Project Concern Program	50
	Monitoring Affective Impact	51

LIST OF TABLES

Table		Page
1	Number of Grade 3-5 Students Entering Project Concern in the Fall of 1977-1980 with Prior Spring Reading and Math Scores	7
2	Percentage of Students in Percentile Ranges Based Upon Metropolitan Achievement Test Data for Students Entering Project Concern in September 1977	10
3	Percentage of Students in Percentile Ranges Based Upon Metropolitan Achievement Test Data for Students Entering Project Concern in September 1978	11
4	Percentage of Students in Percentile Ranges Based Upon Metropolitan Achievement Test Data for Students Entering Project Concern in September 1979	12
5	Percentage of Students in Percentile Ranges Based Upon Metropolitan Achievement Test Data for Students Entering Project Concern in September 1980	13
6	Percent of Grade 3-5 Students Above Grade Level Upon Entrance Into Project Concern	14
7	Suburban and In-City Samples for Project Concern Profile	29
8	Sex and Racial Background Percentages for Suburban and In-City Students	29
9	Percentage of Students Currently Living in Title I Validated School Districts and Upon Entrance Into Project Concern	31
10	Percentage Breakdowns for Suburban and In-City Student Profiles	32
11	Occupational Prestige and Family Status	35
12	Summary by Grade Level of Mean Metropolitan Achievement Test Spring 1980 (Pre-) and Spring 1981 1981 (Post) Results for Project Concern Students-- Suburban Public School Component	46

LIST OF TABLES (Continued)

Table		Page
13	Summary by Grade Level of Mean Metropolitan Achievement Test Spring 1980 (Pre-) and Spring 1981 (Post) Results for Project Concern Students--Inner-City Component	47
14	Summary of Mean Normal Curve Equivalent Achievement Growth by Grade Level, Skill Area, and Program Component for Project Concern Participants	48
15	Metropolitan Achievement Tests Three Year Summary of Normal Curve Equivalent Gains.....	52
16	Metropolitan Achievement Tests Summary of Normal Curve Equivalent Growth for Spring 1980 to Spring 1981.....	54
17	Percent and Frequency of "True" Responses on the Student Survey by Grade Level for Students Participating in the Suburban School Component of the Project Concern Program.....	59

LIST OF FIGURES

Figure		Page
1	Spring 1977 Metropolitan Achievement Test Scores for Project Concern and Hartford Students from Title I Validated Schools--Total Reading	16
2	Spring 1977 Metropolitan Achievement Test Scores for Project Concern and Hartford Students from Title I Validated Schools--Total Math	17
3	Spring 1978 Metropolitan Achievement Test Scores for Project Concern and Hartford Students from Title I Validated Schools--Total Reading	18
4	Spring 1978 Metropolitan Achievement Test Scores for Project Concern and Hartford Students from Title I Validated Schools--Total Math	19
5	Spring 1979 Metropolitan Achievement Test Scores for Project Concern and Hartford Students from Title I Validated Schools--Total Reading	20
6	Spring 1979 Metropolitan Achievement Test Scores for Project Concern and Hartford Students from Title I Validated Schools--Total Math	21
7	Spring 1980 Metropolitan Achievement Test Scores for Project Concern and Hartford Students from Title I Validated Schools--Total Reading	22
8	Spring 1980 Metropolitan Achievement Test Scores for Project Concern and Hartford Students from Title I Validated Schools--Total Math	23

LIST OF APPENDICES

Appendix		Page
A	Definitions	69
	A-1: Metropolitan Achievement Test Scores for Project Concern and Hartford Students Spring 1977--Grade 2	71
	A-2: Metropolitan Achievement Test Scores for Project Concern and Hartford Students Spring 1977--Grade 3	72
	A-3: Metropolitan Achievement Test Scores for Project Concern and Hartford Students Spring 1977--Grade 4	73
	A-4: Metropolitan Achievement Test Scores for Project Concern and Hartford Students Spring 1978--Grade 2	74
	A-5: Metropolitan Achievement Test Scores for Project Concern and Hartford Students Spring 1978--Grade 3	75
	A-6: Metropolitan Achievement Test Scores for Project Concern and Hartford Students Spring 1978--Grade 4	76
	A-7: Metropolitan Achievement Test Scores for Project Concern and Hartford Students Spring 1979--Grade 2	77
	A-8: Metropolitan Achievement Test Scores for Project Concern and Hartford Students Spring 1979--Grade 3	78
	A-9: Metropolitan Achievement Test Scores for Project Concern and Hartford Students Spring 1979--Grade 4	79
	A-10: Metropolitan Achievement Test Scores for Project Concern and Hartford Students Spring 1980--Grade 2	80
	A-11: Metropolitan Achievement Test Scores for Project Concern and Hartford Students Spring 1980--Grade 3	81

LIST OF APPENDICES (Continued)

Appendix		Page
	A-12: Metropolitan Achievement Test Scores for Project Concern and Hartford Students Spring 1980--Grade 4	82
B	Project Concern Student Profile	83
C	Occupational Ratings (Paul K. Hatt and C. C. North)	85
D	Connecticut State Department of Education Compensatory Project Evaluation Reporting Forms	86

CHAPTER 1

Selection to the Project Concern Program

INTRODUCTION

Prior evaluations of Project Concern have reported achievement data showing percentile patterns which appeared to be high for a compensatory program. As a result it was decided that an examination of the procedures used for selecting students to Project Concern was appropriate. This chapter will present the results of this examination. After briefly reviewing Title I Federal and State guidelines, as well as State SADC guidelines, procedures used for selection of students to the program since 1966 will be described. Following this, prior spring achievement data for students entering Project Concern in grades 3, 4, and 5 in the fall of 1977-1980 will be presented and compared with achievement data for Hartford students from Title I validated schools.

TITLE I AND SADC GUIDELINES

As a compensatory program the intent of Title I is to serve the most educationally needy students. The Federal guidelines define this educational need as being below grade level or below the 50th percentile. Both Federal and State guidelines employ a "bottom-up" concept where those students in most need should receive the Title I services. In Connecticut, the State Education Department has mandated operationally the 23rd percentile as an eligibility guideline. When sufficient

funds are available this guideline can be raised to the 35th percentile or higher.

Also, Connecticut provides SADC compensatory education funds for students whose "achievement has been restricted." This "restricted achievement" eligibility regulation has been interpreted to be operationally similar to Title I eligibility guidelines for the purpose of student eligibility.

In addition, it should be noted that Project Concern receives funding from other sources such as the Hartford Public Schools general budget. These funds are not associated with any student achievement guidelines. Comprehensive breakdowns of Project Concern budget areas can be obtained from the Hartford Public Schools.

SELECTION TO THE PROGRAM

The procedures used for selection of students to Project Concern were traced back to the start of the program in 1966. Project documents were examined and interviews were conducted. The documents represented memos developed jointly by the Project Concern administration and staff. Interviews were conducted with two present and two former principals (or assist principals) of Hartford elementary schools.[1]

---

[1]Current principals interviewed and their years as assistant principals or principals were Gladys Hyatt, Vine Street School 1974-1976, 1978-present; Vern Davis, Clark School 1968-present. Former principals (or assistant principals) interviewed were Alvin Wood, Clark and Wish 1965-1977; Charles Senteio, Arsenal 1967-1968, Barbour 1968-1970, Waverly 1970-1971, Director of Elementary Education 1971-1972, Assistant Superintendent 1972-1978.

Findings

The Project Concern staff and school principals were in total agreement regarding selection procedures. A brief description of these procedures is presented below in chronological order.

Year	Selection Procedure
1966-1967	Each K-5 class in the Title I validated schools was assigned a number. Numbers were picked by chance; parents of children from the selected classes were contacted; and, when parental permission was given, students were assigned to the receiving schools by the grade levels requested. Students requiring special education were not placed.
1968-1969	Student promotion cards from validated school classes were placed face down and then randomly selected by Project Concern staff and volunteer community representatives. Students were placed if parental permission was given. Approximately 90 students were placed to honor an agreement by the previous Project Concern administration with parents to place siblings in the program. No provision was made to eliminate special education students. After the opening of school, additional students were needed to meet the contractual agreement with Newington. Letters were sent to parents of students at Northwest Jones School offering participation in Project Concern. When letters of acceptance were received, students were selected and placed by lottery.
1969-1970 1970-1971	State Department of Education personnel and certified staff from Project Concern reviewed every 5th cumulative record from classes in the validated schools. Students requiring special placement or with excessive absences were excluded and the next record was read. Parents were contacted for permission before placement was made.
1971-1972 through 1975-1976	The process of selecting every 5th record was continued by Project Concern staff. Applications for siblings of students already participating in Project Concern were accepted. If the volunteered name also came up in the selection process that child was placed first.

Randomly selected students were then placed, and the remaining volunteered names were placed last.

(1974-1975) Due to crowded classes at Hooker school, letters were sent to the parents of students at Hooker School explaining Project Concern and offering placement at Dwight, Kennelly, or Naylor Schools. When parental permission was given, students were selected for placement by lottery.

1976-1977 through 1978-1979 Data processing print-out sheets showing enrollments in validated schools were provided by the Hartford Board of Education. Volunteered names were indicated. The print-outs were then given to the principals who were to select every 5th name, eliminating special education and bilingual students and those with excessive absences. Principals were asked to use their discretion in recommending students. If it was felt a child could not make a positive adjustment he should not have been recommended. The principals then provided Project Concern with the names of students to be placed.

(1978-1979) At Burns School every 5th name was selected from the enrollment print-out sheets. Special education and bilingual students were eliminated. Parents were visited by school and Project Concern staff to offer transfer to Batchelder School through Project Concern. At the time of the home visit some siblings whose names were not originally included in the selection were taken at the parents' request.

1979-1980 The selection procedure varied from school to school. Some principals wanted only student volunteers placed. Some wanted volunteers placed first and then a selection done if additional students were needed. One principal provided Project Concern with a list of students, the selection procedure for these was not explained. One principal provided no names.

The records of volunteered and selected students were reviewed by Project Concern staff where and when possible.

1980-1981 Students were not selected randomly. All placements were made from the volunteer applications. Records were reviewed by Project Concern staff.

In-City and Non-Public Selection. Procedures for selection to the in-city component were the same as the suburban component. Once selected, students were offered a suburban program slot. If the parent or student wanted to remain in Hartford due to siblings in Hartford schools or other reasons, placement was made in the in-city program. If special programs were needed by the student which could not be provided in the suburbs, the student was offered an in-city program slot.

In 1967 openings were made available in non-public schools in suburban communities and one school in Hartford. Parents made application to Project Concern. Admission test dates were established at each school and Project Concern notified parents of these dates. Tests were administered by personnel at the receiving schools and acceptance was determined by the administration of each school.

In summary, this section has described the process of selecting students for Project Concern from 1966 to the present. It appears that the initial random selection process utilized in 1966 gradually changed to a parent volunteer procedure. The next section of the report will examine student achievement data as it relates to the selection process.

STUDENT ACHIEVEMENT PRIOR TO ENTERING PROJECT CONCERN

The 1979-1980 evaluation of Project Concern (Iwanicki and Gable, 1980) presented Metropolitan Achievement Test data collected in the spring of 1980 for students in grades 2-8. Examination of these data (see for example p. 42-44 of the 1979-1980 report) suggested that the achievement levels appeared to be high for a compensatory program such as Project Concern. It was difficult, though, to pursue this issue

since all of the spring 1980 data represented students who had at least one full year in Project Concern. Thus, it could be argued that the high achievement levels were due to a positive program effect. A counter-argument, though, could be that the Project Concern students exhibited these high achievement levels upon entrance into the program.

Procedures

To examine this issue, all 199 students entering Project Concern in the fall of 1977-1980 in grades 3, 4, and 5 were identified. Metropolitan Achievement Test data in the areas of Total Reading and Total Math were obtained from the Hartford Public Schools Testing Office for 150 of the 199 students (75%).[1] These data represented reading and math achievement levels for the spring prior to the students' entrance into Project Concern (i.e., spring grades 2, 3, and 4 respectively). Table 1 contains a breakdown of the number of students entering for each year and their respective grade levels. Note that the number of complete reading and math scores available is also indicated, and that the prior spring grade designations (2, 3, and 4) will be used in this report.

Data were also obtained from the files of the Hartford Testing Office regarding reading and math achievement levels of students in the 13 Title I validated schools. These data represent the "population" of eligible students from which the Project Concern students were selected. Later in this report the achievement levels of the sample of students

---

[1] Missing data represented students who were absent during testing periods.

Table 1

Number of Grade 3-5 Students Entering Project Concern in the Fall of 1977-1980 with Prior Spring Reading and Math Scores

Year	Prior Spring Grade	Number Entering	Number with Achievement Data	Number with Missing Data
1977	2	34	18	16
	3	12	11	1
	4	14	10	4
1978	2	19	15	4
	3	18	12	6
	4	19	15	4
1979	2	16	13	3
	3	17	13	4
	4	13	11	2
1980	2	13	12[a]	1
	3	14	13[a]	1
	4	10	7	3
		199	150	49

[a]Math Computation scores were used for grade 2 and 3 students in 1980 as no Total Math scores were available.

entering Project Concern will be compared with this population of students.[1]

Prior to presenting the achievement results, two clarifications are needed. The first pertains to special education and bilingual students. The Hartford Testing Office has noted that achievement data for students enrolled in special education or bilingual programs are not included in the Hartford Testing Office data reported in this chapter.[2] The second clarification pertains to the Hartford data for the Title I schools and the city-wide norms. In all cases mean raw scores were converted to standard scores. Comparisons with Hartford Testing Office reports which used median raw scores converted to standard scores are not appropriate.

Achievement Data Comparisons

This section will present Metropolitan Achievement Test data in the areas of Total Reading and Total Math for Project Concern and Hartford students from the Title I validated schools. Two types of data will be presented. The first will represent breakdowns of achievement levels of Project Concern students for the spring prior to their entrance into the program. Next, a series of figures will illustrate the comparisons of the achievement levels of Project Concern students

---

[1] It should be noted that the Project Concern sample was also compared with the city-wide reading and math average. It was felt that a more appropriate comparison would be with the Title I validated schools.

[2] Note that reference here is made to those students in bilingual programs who are non-English reading students.

with those Hartford Title I students. Note that Appendix A contains a comprehensive breakdown of Project Concern Suburban and In-City as well as Hartford Title I student achievement expressed in standard scores (SS), grade equivalents (GE), percentile ranks (%ile) and normal curve equivalents (NCE).

Entering Achievement Levels. Tables 2-5 present a breakdown of the percentages of Project Concern students in various percentile ranges based upon their prior spring achievement levels in Total Reading and Total Math. The upper section of each table contains a breakdown of the percentage of students in each of the ten decile ranges. In the lower section the percentage breakdowns are based upon the Title I State guidelines reflected by the 23%ile level. The final row in the table reflects the Federal Title I guidelines and contains the percentage of students above grade level (50%ile) upon entrance into the program.

Table 6 contains a summary of the percentage of students above grade level (50%) across the three grades by year of entrance into the program. Examination of the percentages suggests a trend from 1977 to 1980 for increased percentages of entering students above grade level. This trend parallels the move toward increased parent volunteerism in student selection practices described in the earlier section of this report for the 1979-1980 and 1980-1981 years.

In summary, the percentages in Tables 2-6 indicate that the entering achievement levels are higher than would be expected for programs funded by Title I and SADC monies. Hartford Public School personnel may

Table 2

Percentage of Students in Percentile Ranges Based Upon Metropolitan Achievement Test Data for Students Entering Project Concern in September 1977

Prior Spring Percentile Range	Grade 2[b]		Grade 3		Grade 4	
	TR[a]	TM	TR	TM	TR	TM
0-10	16	28	18	36	10	20
11-20	11	5	27	36	20	40
21-30	6	17	9	10	20	20
31-40	11	17	9	18	10	10
41-50	6		18		30	10
51-60	6	17			10	
61-70	6		18			
71-80	22	11				
81-90	11					
91-100	6	5				
0-23	33	33	45	82	30	60
24-35	11	23	9	18	20	30
36-50	6	11	27		40	10
51+	50	33	18		10	

[a]TR = Total Reading, TM = Total Math

[b]Sample Sizes: Grade 2 = 18; Missing Data = 16

Grade 3 = 11; Missing Data = 1

Grade 4 = 10; Missing Data = 4

Some columns add to 99% due to minor rounding errors.

Table 3

Percentage of Students in Percentile Ranges Based Upon Metropolitan Achievement Test Data for Students Entering Project Concern in September 1978

Prior Spring Percentile Range	Grade 2[b]		Grade 3		Grade 4	
	TR[a]	TM	TR	TM	TR	TM
0-10	13	40	8	33	13	40
11-20	27	26	8	17	13	7
21-30	13	7	8	17	20	20
31-40	13		8	25	7	13
41-50	8	7	42		27	7
51-60		13	17		7	
61-70	13		8		13	7
71-80	13	7				7
81-90				8		
91-100						
0-23	53	67	17	58	33	53
24-35	13	7	8	25	13	33
36-50	7	6	50	17	33	
51+	27	20	25		20	13

[a]TR = Total Reading, TM = Total Math

[b]Sample Sizes: Grade 2 = 15; Missing Data = 4
Grade 3 = 12; Missing Data = 6
Grade 4 = 15; Missing Data = 4

Some columns add to 99% due to minor rounding errors.

Table 4

Percentage of Students in Percentile Ranges Based Upon Metropolitan Achievement Test Data for Students Entering Project Concern in September 1979

Prior Spring Percentile Range	Grade 2[b] TR[a]	Grade 2[b] TM	Grade 3 TR	Grade 3 TM	Grade 4 TR	Grade 4 TM
0-10		23		23	9	10
11-20	8	15		15	9	
21-30	8	8	8	8	9	30
31-40	8	8	23	8	36	20
41-50		8	23		28	
51-60	8		8	15	9	20
61-70	8		15	8		20
71-80	42		8	23		
81-90	8	23	15			
91-100	8	15				
0-23	8	38		39	18	10
24-35	8	8	8	15	9	40
36-50	8	15	46	8	64	10
51+	75	39	46	38	9	40

[a] TR = Total Reading, TM = Total Math

[b] Sample Sizes: Grade 2 = 13; Missing Data = 3
Grade 3 = 13; Missing Data = 4
Grade 4 = 11; Missing Data = 2

Some columns add to 99% due to minor rounding errors.

Table 5

Percentage of Students in Percentile Ranges Based Upon Metropolitan Achievement Test Data for Students Entering Project Concern in September 1980

Prior Spring Percentile Range	Grade 2[b] TR[a]	Grade 2[b] MC[c]	Grade 3 TR	Grade 3 MC	Grade 4 TR	Grade 4 TM
0-10	8	8		8		29
11-20		25		8	14	14
21-30	8	18	15	17	29	29
31-40	17	8	15	17	14	
41-50	8	8	23		29	
51-60	8		8	33	14	14
61-70	26		23	8		
71-80	8		8			14
81-90	8	33	8	8		
91-100	8					
0-23	17	33		33	14	42
24-35	8	25	23	17	29	29
36-50	18	8	31		43	
51+	58	33	46	50	14	29

[a] TR = Total Reading, TM = Total Math, MC = Math Computation

[b] Sample Sizes: Grade 2 = 12; Missing Data = 1
Grade 3 = 13; Missing Data = 1
Grade 4 = 7; Missing Data = 3

Some columns add to 99% due to minor rounding errors.

[c] Math Computation scores were used for grade 2 and 3 students in 1980 as no Total Math scores were available.

Table 6

Percent of Grade 3-5 Students Above Grade Level Upon Entrance Into Project Concern[a]

Year	Number of Students Entering	Students Above Grade Level			
		Total N	Reading %	Total N	Math %
Fall 1977	39	12	31%	6	15%
Fall 1978	42	10	24%	5	12%
Fall 1979	37	16	43%	14	38%
Fall 1980	32	14	44%	12	38%
	TOTAL		35%		25%

[a]Based upon prior spring grade 2-4 data available for 150/199 students entering grades 3-5 in the fall of 1977-1980.

- - - - -

wish to examine whether the number of entering Project Concern students above grade level is proportionate to the amount of funds expended in the project from sources other than Title I or SADC.

PROJECT CONCERN AND HARTFORD TITLE I SCHOOLS ACHIEVEMENT

The previous section described the reading and math achievement of a sample of Project Concern students prior to their entrance into the program. The logical extension of this description is a comparison of the achievement levels of these Project Concern students with their Hartford peers.

Procedures. The students selected for Project Concern during

the 1977-1980 school years were considered to be a "sample" of students drawn each year from the Hartford grade 2-4 "population" of Title I validated schools. Prior spring Total Reading and Total Math scores for the student samples entering Project Concern and the Title I validated school populations (i.e., different grades and years are different populations) were obtained from the files of the Hartford Testing Office.

Mean standard scores were then calculated by grade and year for the samples and the populations. Since the Project Concern students represented samples, it was necessary to calculate confidence intervals or "error bands" around these sample means before comparing them with the various Hartford Title I validated school populations. Standard errors of each sample mean were calculated and 95% confidence intervals established.[1] When the confidence interval around the Project Concern sample mean contains the population mean for the Hartford Title I schools, it is reasonable to assume that the Project Concern sample represents the population.

Figures 1-8 contain the data comparing the Project Concern and Hartford Title I students. Prior to considering the results of the comparisons, we will illustrate our discussion of confidence intervals around the Project Concern sample means. Figure 5 contains 95% confidence intervals around the Project Concern sample means for grades 2 and 3 which do not overlap with the Hartford Title I validated school population means. Thus, the two groups can be considered statistically different in Total Reading at these two grade levels. At the grade 4 level no such difference was found.

[1] See Hinkle, Wiersma and Jurs, Applied Statistics for the Behavioral Sciences, Rand McNally, 1979 (Ch. 7) for a discussion of confidence intervals around a sample mean.

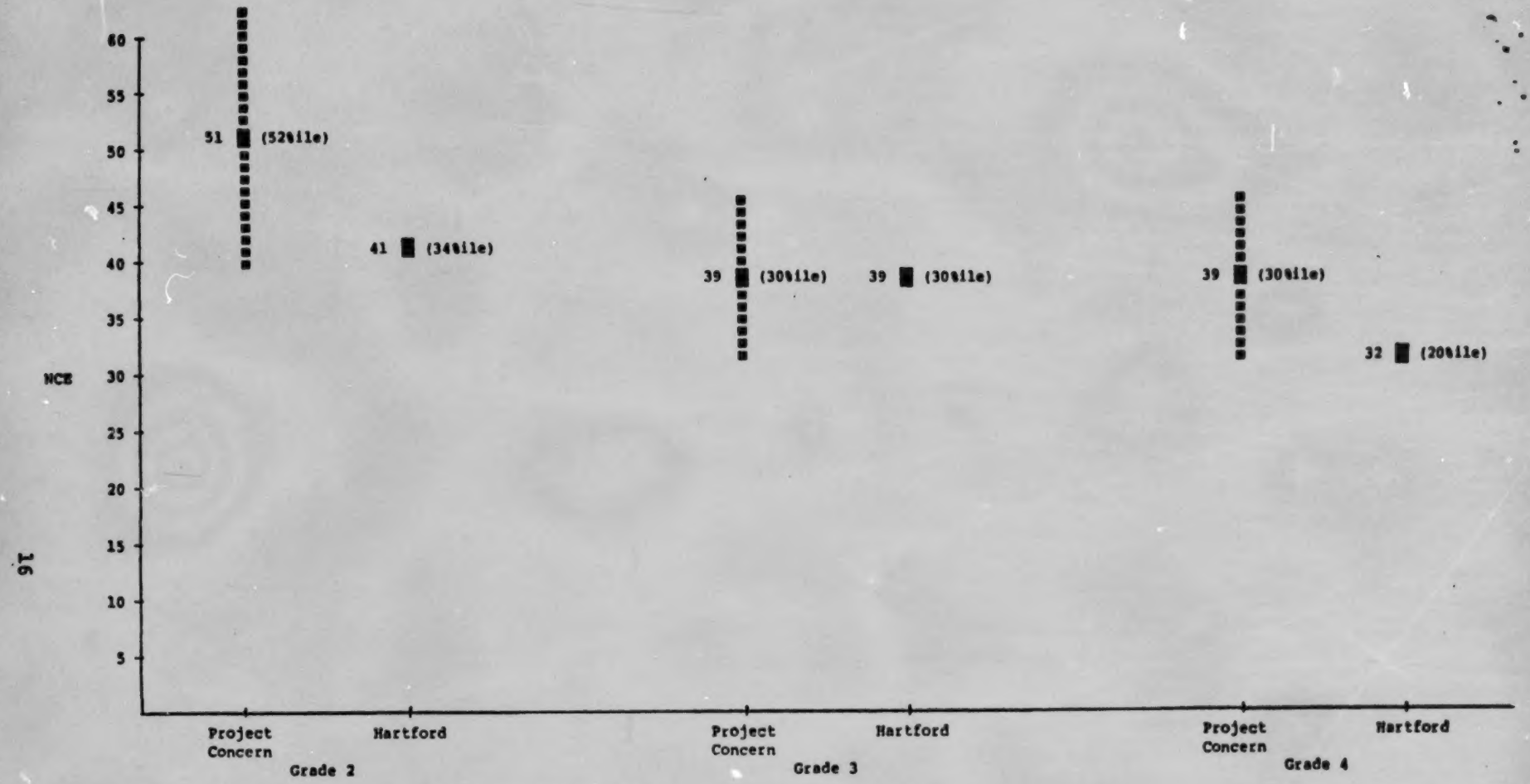

Figure 1. Spring 1977 Metropolitan Achievement Test Scores for Project Concern and Hartford Students from Title I Validated Schools

TOTAL READING

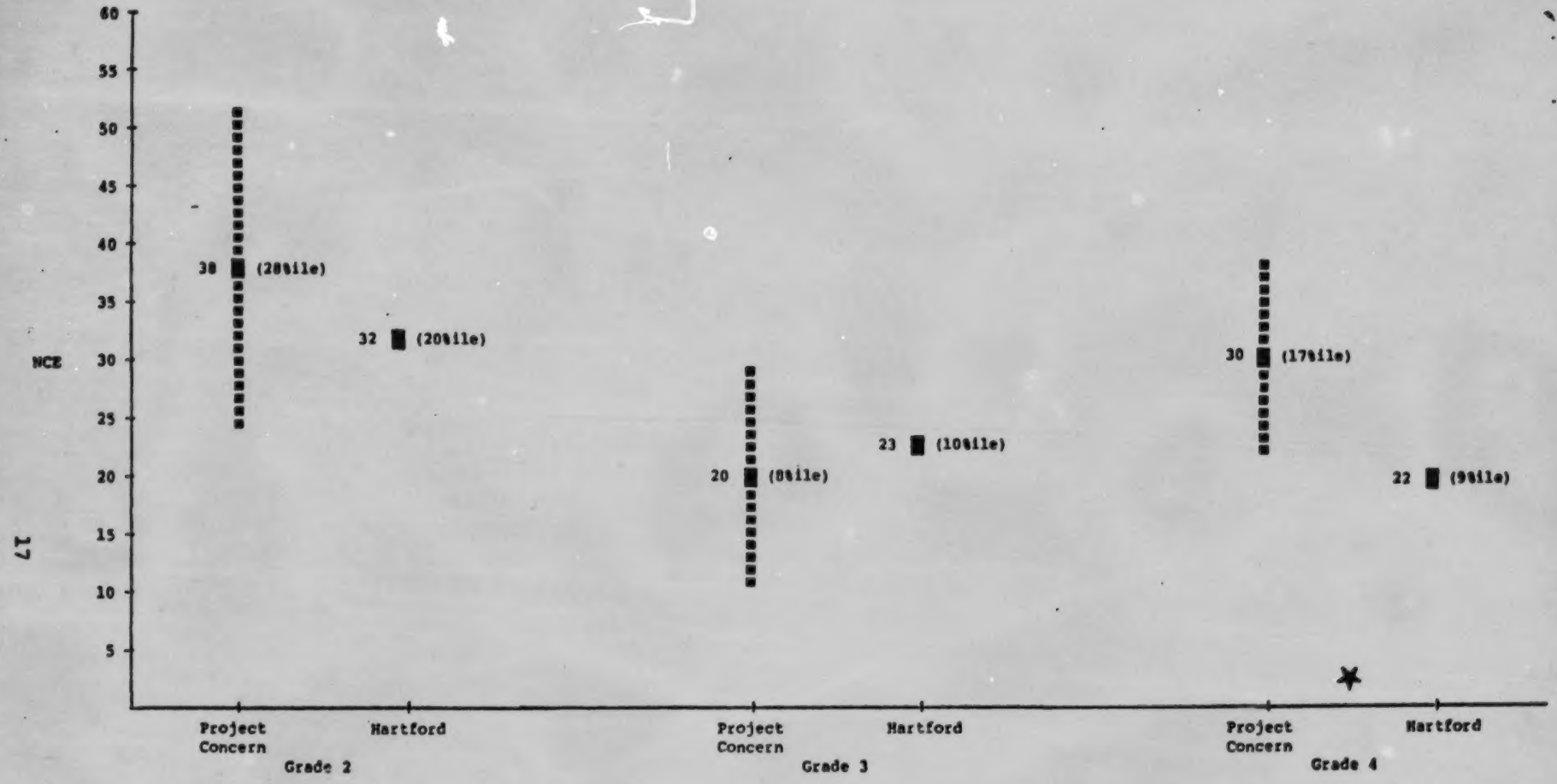

Figure 2. Spring 1977 Metropolitan Achievement Test Scores for Project Concern and Hartford Students from Title I Validated Schools

TOTAL MATH

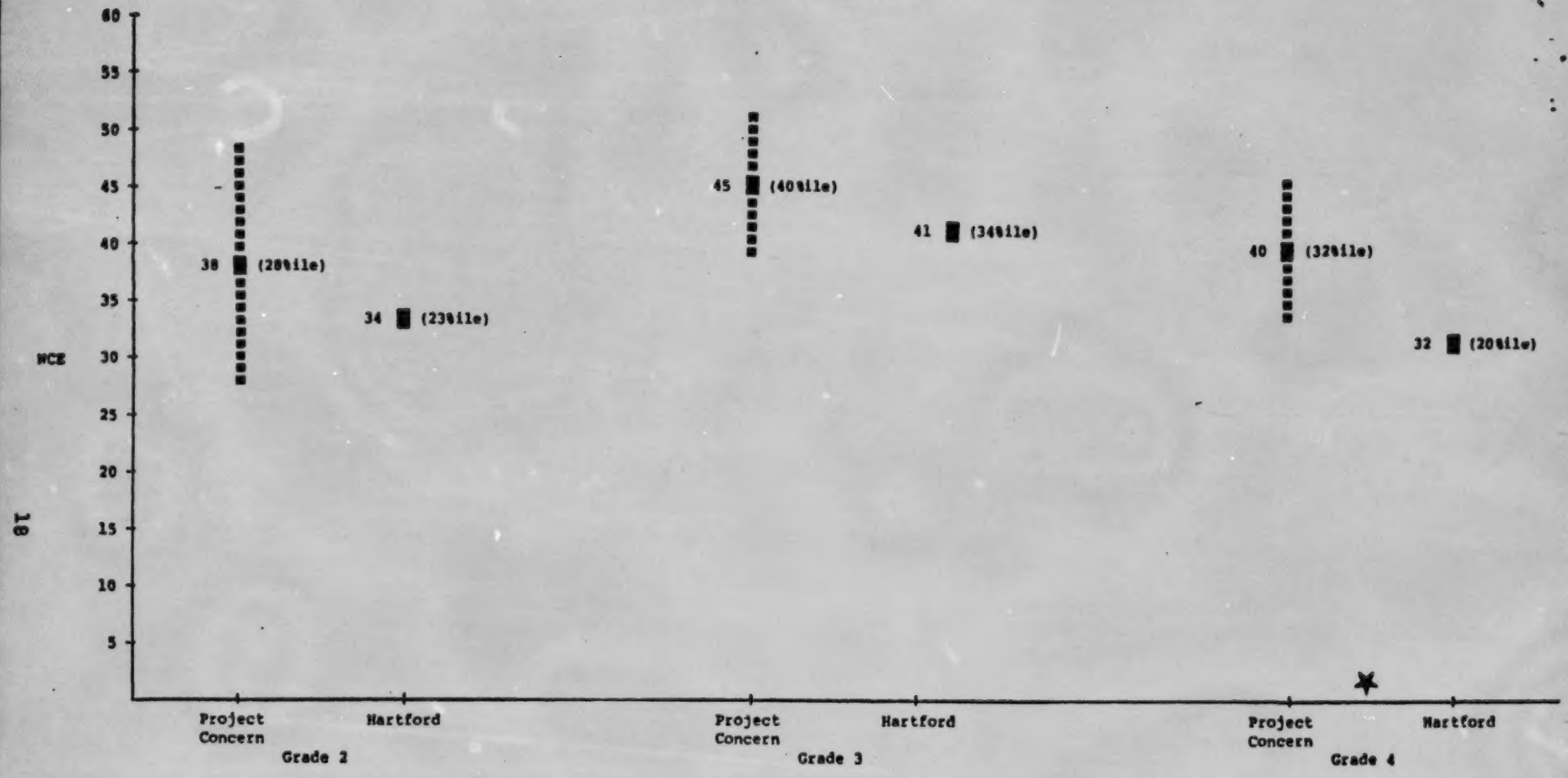

Figure 3. Spring 1978 Metropolitan Achievement Test Scores for Project Concern and Hartford Students from Title I Validated Schools

TOTAL READING

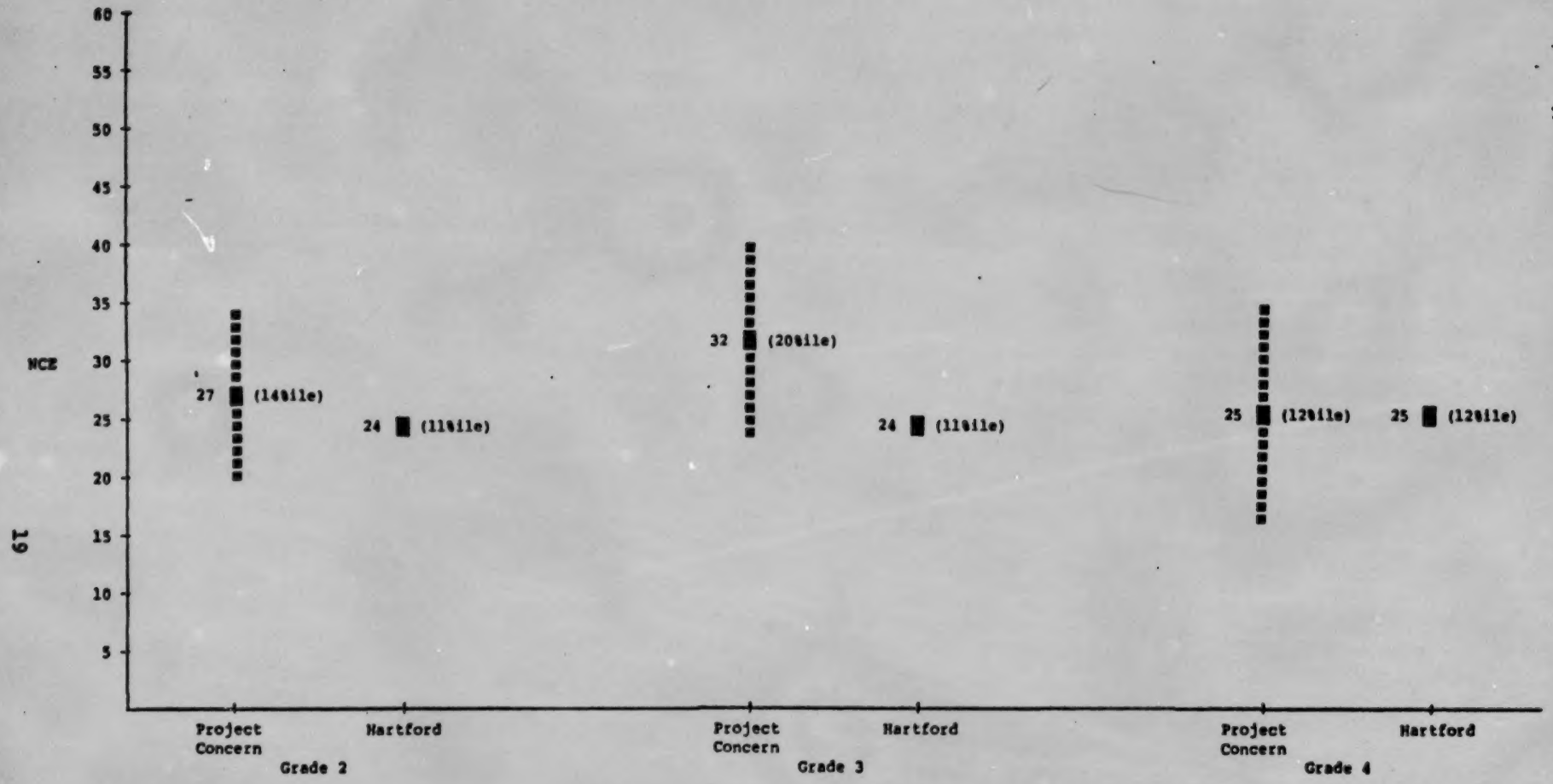

Figure 4. Spring 1978 Metropolitan Achievement Test Scores for Project Concern and Hartford Students from Title I Validated Schools

TOTAL MATH

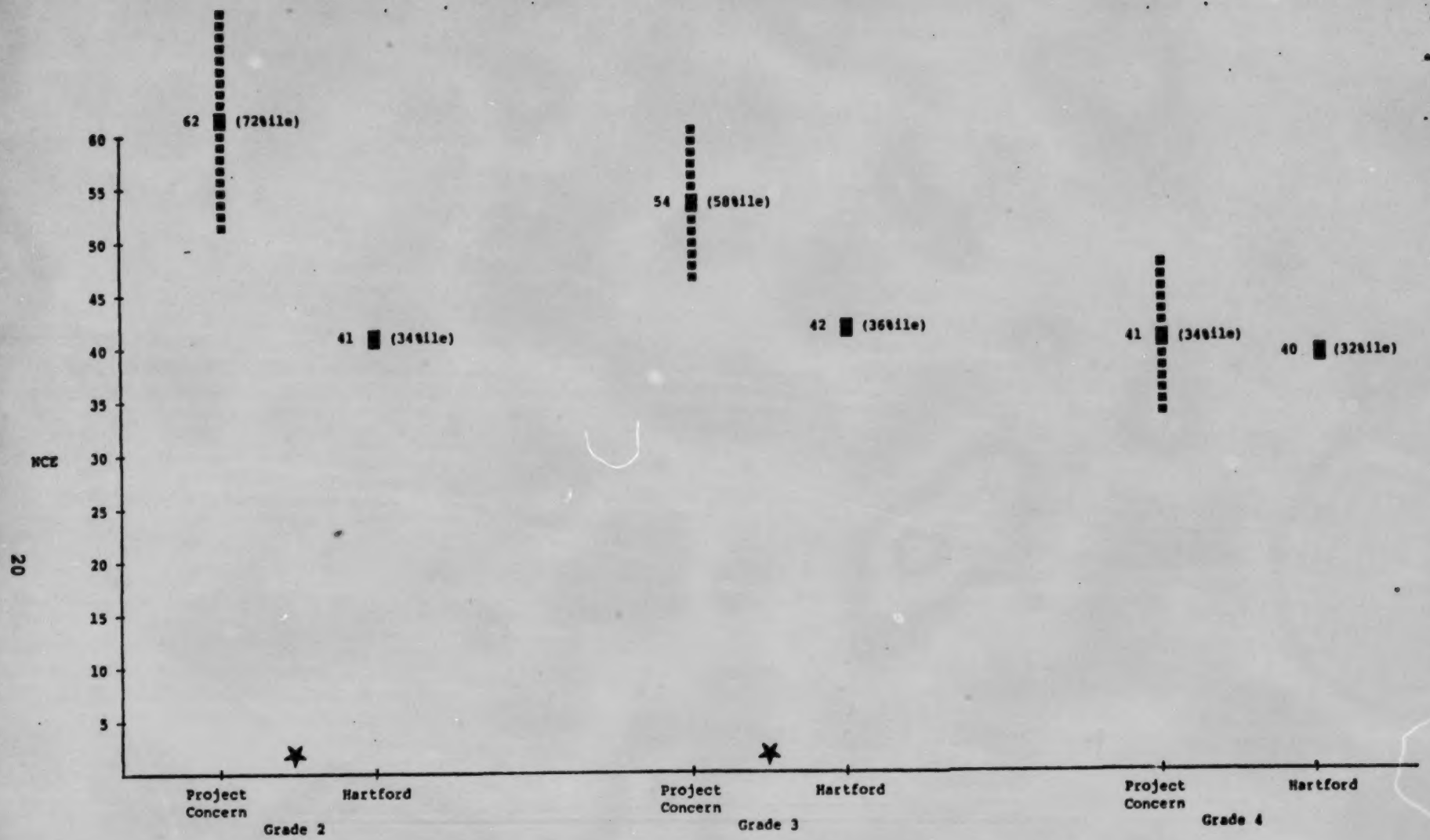

Figure 5. Spring 1979 Metropolitan Achievement Test Scores for Project Concern and Hartford Students from Title I Validated Schools

TOTAL READING

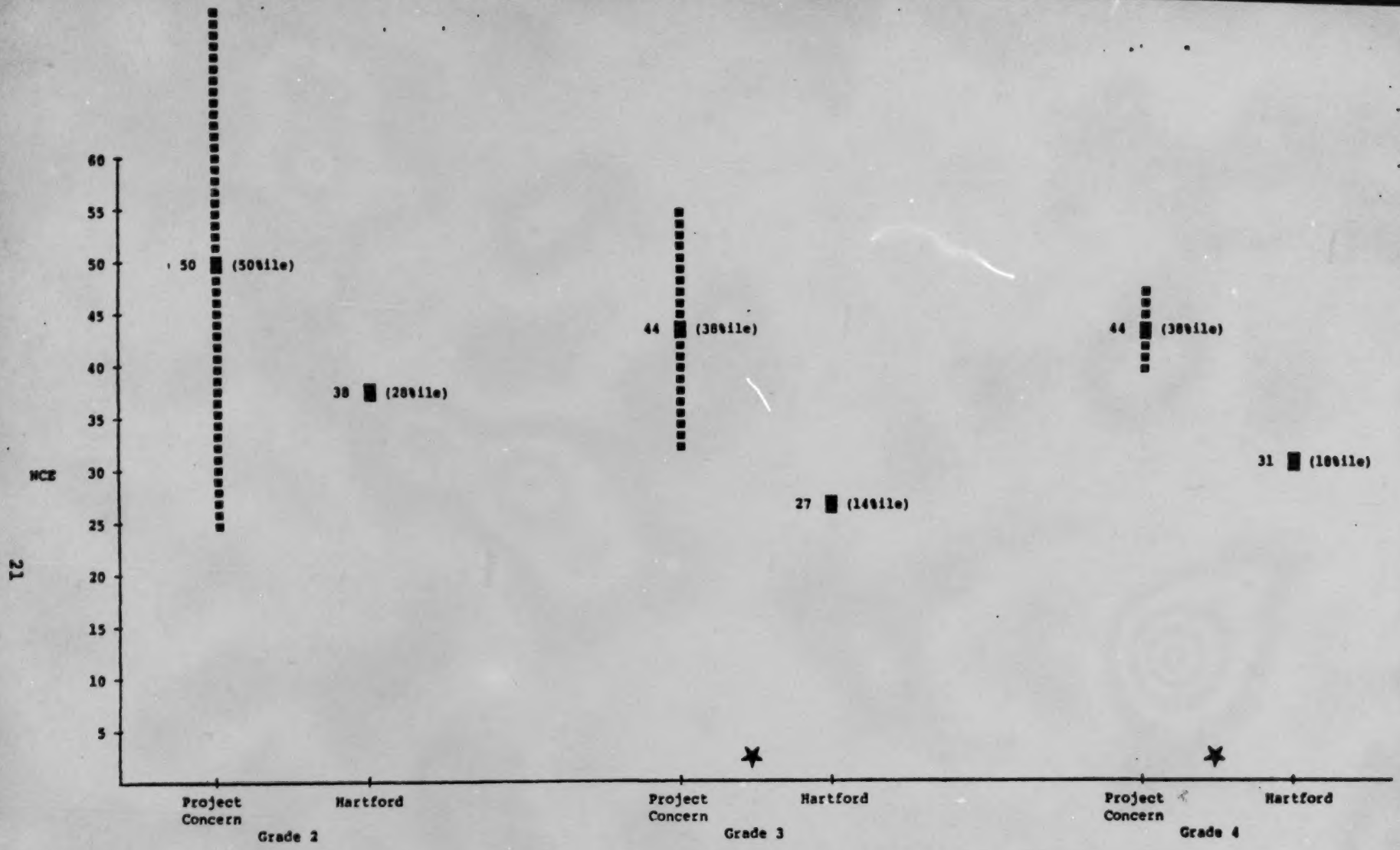

Figure 6. Spring 1979 Metropolitan Achievement Test Scores for Project Concern and Hartford Students from Title I Validated Schools

TOTAL MATH

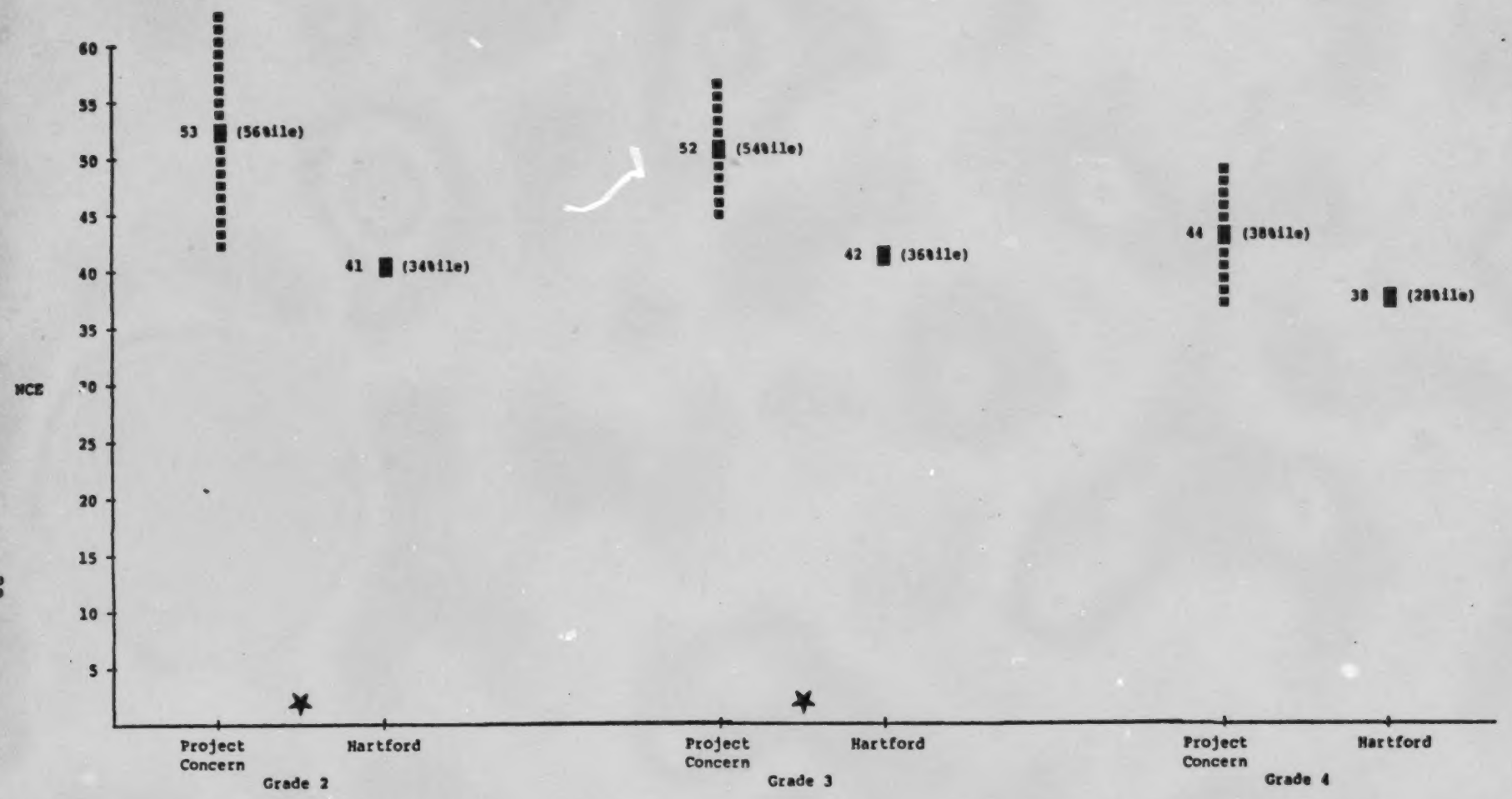

Figure 7. Spring 1980 Metropolitan Achievement Test Scores for Project Concern and Hartford Students from Title I Validated Schools

TOTAL READING

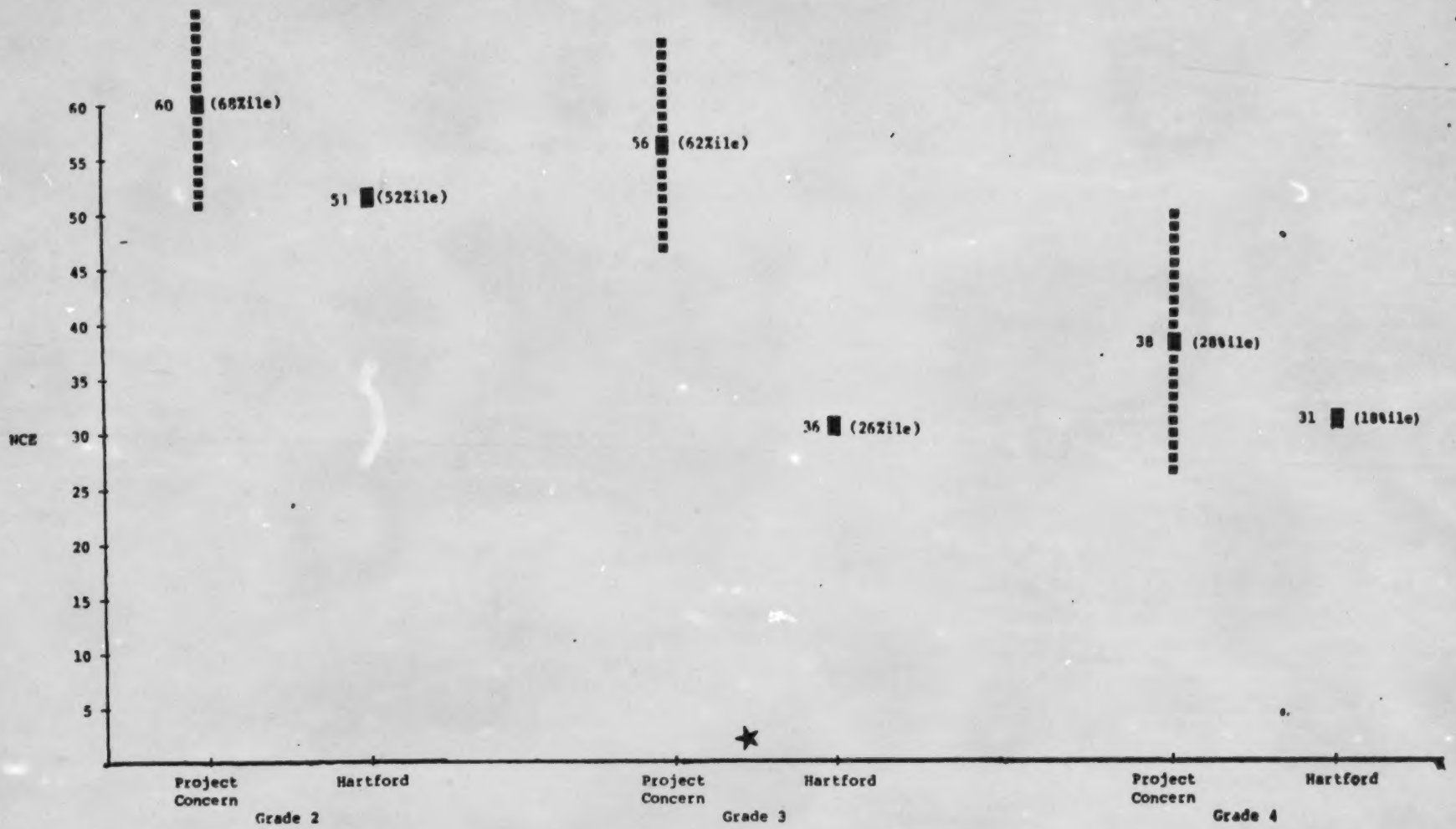

Figure 8. Spring 1980 Metropolitan Achievement Test Scores for Project Concern and Hartford Students from Title 1 Validated Schools

MATH COMPUTATION

Note that separate figures present the Total Reading and Total Math data and that each figure presents grades 2-4 data for the spring of the year prior to the entrance of the Project Concern students into the program.[1] When examining the figures, note that for Project Concern samples the mean Normal Curve Equivalent (NCE) scores are presented along with their associated 95% confidence intervals. For Hartford Title I validated school populations, a single population mean value is presented for each year and grade. Finally, note that the numbers in parentheses represent the percentile equivalents for the NCE scores.

Prior to summarizing the findings it is important to point out that the comparisons have been made using the NCE scores and not the percentiles. While NCE scores share many characteristics with percentile ranks, they have the advantage of containing equal-interval units which allows for more accurate comparisons between Project Concern and Hartford students. (See the preface to Appendix A for a further discussion of NCE's.)

Findings. In reviewing Figures 1-8, it is important to observe that in most cases achievement means for the Project Concern samples are higher than those achievement means for the Hartford Title I validated school populations. Such differences in favor of the Project Concern samples would be expected since Project Concern students are screened for factors such as attendance, behavioral problems, and their ability to adjust to their new school environment.

---

[1] Interested readers may wish to note that Appendix A contains a complete breakdown of the data in terms of standard scores, grade equivalents, percentiles, and NCE scores.

Using our procedure of confidence intervals around the Project Concern sample means leads us to conclude that the Project Concern samples were statistically significantly higher (.95 confidence level) than the Hartford populations for 9 of 24 or 37% of the comparisons. The comparisons which yielded significant differences between the groups are indicated in Figures 1-8 by a star (*) on the baseline of the figure. Further inspection of Figures 1-8 suggests that the Project Concern samples were significantly higher than the Title I validated school populations more often for the spring 1979 and 1980 data (7 of 24 or 29% of the comparisons) than for the spring 1977 and 1978 data (2 of 24 or 8% of the comparisons). This trend is consistent with the trend away from random selection of students during the 1979 and 1980 years described earlier, and the higher percentages of Project Concern students above grade level during the 1979 and 1980 years (see Table 6).

To summarize, it appears that in some cases the students entering Project Concern in grades 3-5 from 1977 to 1980 were achieving at higher levels than their counterparts in the Hartford Title I validated schools.

SUMMARY

This chapter has presented a description of procedures used for selecting students for Project Concern since the beginning of the program in 1966. Following this description, two analyses were presented. The first documented the prior spring level of reading and math achievement for grade 2-4 students entering Project Concern (grades 3-5) in the fall of 1977-1980. The second analyses presented a comparison of the

achievement levels of Project Concern students with those of their counterparts remaining in the Hartford Title I validated schools.

On the basis of the examination of the student selection procedures and the achievement data, the following were concluded:

- The random selection process utilized for student selection to Project Concern in 1966 gradually evolved into a parent volunteer procedure during the 1980-1981 year.

- Reading and math achievement levels of grade 3-5 students entering Project Concern in the fall of 1977-1980 appeared to be quite high in relation to Federal and State Title I and SADC program selection guidelines if the program is viewed as compensatory in nature.

- Project Concern students entering the program in grades 3-5 during the fall of 1977-1980 were found in 9 of 24 or 37% of the comparisons made to be achieving at a significantly higher level than their Hartford Title I validated school counterparts in Total Reading and Total Math.

Given the program selection procedures described and the resulting achievement levels for students entering the program, it appears that several critical issues need to be addressed by the Hartford Public Schools. To this end, the following recommendations are forwarded:

- That changes in the nature and goals of Project Concern as it has emerged since 1966 be discussed and documented as they relate to future program selection procedures.

- That the Hartford Public Schools conduct a comprehensive analysis of Project Concern budgets over the past few years to determine the manner and extent that program operations were consistent with funding source (Title I, SADC, General Budget, etc.) regulations.

- That future program selection procedures carefully match the agreed upon program mission as well as the regulations developed by the agency funding the program.

CHAPTER 2

A Profile of Current Project Concern Participants

INTRODUCTION

This chapter will present information regarding the characteristics of current Project Concern participants. The profiles will be presented for students participating in the Suburban and In-City components.

PROCEDURES

Survey Development and Dissemination. A Project Concern Student Profile form was developed with the assistance of Project Concern staff. Areas included in the form were Student Personal Characteristics (grade, sex, and racial background), Project Information (e.g., current address, Project Concern district, and Title I eligibility), Home Background Information (family status, occupation of head of household), and School Programs (e.g., services received). A copy of the survey form is presented in Appendix B.

Survey forms were completed by staff at the Project Concern office and by Project Concern aides in the schools.

Survey Sample. During the 1980-1981 school year 1,040 students were enrolled in the Suburban component and 249 were enrolled in the In-City component. Due to time and budget limitations, it was decided that random sampling techniques would be employed to generate representative samples from each group.

A sampling strategy was developed which would result in a maximum

of 5% error in any obtained percentage value for the yes/no response items at the .05 probability level. To achieve this level of precision in the survey results, it was determined that 545 of 1,040 (52.4%) Suburban students and 129 of 249 (51.8%) of the In-City students would be included in the survey. Table 7 contains a breakdown of the enrollments and sample sizes by grade level for the Suburban and In-City components. To obtain the sample, each student was assigned an identification number and the random table of numbers was consulted to identify the survey participants.

Due to the extremely dedicated efforts of the Project Concern staff, especially Mary Carroll, the return rate for completed survey forms was 100%. Upon their return, the forms were coded and keypunched so that descriptive statistics (mean, frequency, and percentages) could be generated on the computer. The next section will present the resulting data.

FINDINGS

Personal Characteristics

Table 8 presents the sex and racial background percentages for the samples of Suburban and In-City students. For these samples, both groups have a slightly higher percentage of females than males. While most students in each sample are black, the In-City component has a slightly higher percentage of Hispanic Students.

Project Information

Title I Validated Districts. The survey form included several

Table 7

Suburban and In-City Samples for Project Concern Profile

	Suburban		In-City	
Grade	Enrollment	Sample	Enrollment	Sample
1	66	36	26	14
2	64	36	24	12
3	83	46	22	11
4	94	53	32	17
5	89	42	42	22
6	107	52	41	21
7	116	56	33	17
8	104	50	29	15
9	79	43	249	129
10	97	54	51.8% Sample	
11	90	49		
12	51	28		
	1040	545		
	52.4% Sample			

Table 8

Sex and Racial Background Percentages for
Suburban and In-City Students

Characteristics		Suburban		In-City	
		N	%	N	%
Sex	Male	227	43%	60	48%
	Female	304	57%	66	52%
Racial Background	Caucasian			8	6%
	Hispanic	43	8%	19	15%
	Black	499	91%	100	78%
	Indian	3	1%	2	1%

items related to Title I and SADC information. Items 5b and 6b asked if the students' current home address and address upon entering Project Concern were in Title I validated school districts. Data pertaining to these two questions are in Table 9. For the Suburban sample, 78% of the addresses are currently in Title I validated districts and 80% were upon the student's entry into the program. For the In-City sample, the current percent is 86% and the percent upon entry into the program was 92%.

These overall percentages were further broken down for various combinations of current and previous residence in Title I validated school districts. For the Suburban sample, 72% of the students remained in Title I districts, 8% left the district, 6% moved into Title I districts, and 14% never resided in a Title I validated school district. For the In-City sample, 85% remained in the Title I district, 6% left, 1% moved into the district, and 8% never resided in a Title I validated school district.

Free or Reduced Milk and Lunch. Table 10 presents information regarding student eligibility for free milk or lunch and reduced price milk or lunch (items 6c and 6d). For the Suburban sample, 67% were eligible for free milk or lunch and 16% were eligible for reduced price milk or lunch. Figures for the In-City sample were found to be 85% (free milk or lunch), 9% (reduced price milk or lunch) for the two respective categories.

Siblings In the Program. Approximately half of the Suburban (52%) and In-City (55%) samples currently have siblings in Project Concern or siblings who have graduated from Project Concern (item 7a). Approximately three-quarters of each group indicated that the sibling(s) attended Project Concern in the same community as the survey respondent (item 7b).

Table 9

Percentage of Students Currently Living In Title I Validated School Districts and Upon Entrance Into Project Concern

Suburban

Currently Living In Title I District	Title I District Upon Entrance: Yes	Title I District Upon Entrance: No	
Yes	72% (N=390)	6% (N=32)	78% (N=422)
No	8% (N=46)	14% (N=74)	22% (N=120)
	80% (N=436)	20% (N=106)	

In-City

Currently Living In Title I District	Title I District Upon Entrance: Yes	Title I District Upon Entrance: No	
Yes	85% (N=110)	1% (N=1)	86% (N=111)
No	6% (N=8)	8% (N=10)	14% (N=18)
	92% (N=118)	8% (N=11)	

Table 10

Percentage Breakdowns for Suburban and In-City Student Profiles

Area		Suburban N[a]	Suburban %[a]	In-City N[a]	In-City %[a]
PROJECT INFORMATION					
Eligible for Free Milk or Lunch	Yes	368	67%	109	85%
	No	173	32%	20	15%
Eligible for Reduced Price Milk or Lunch	Yes	90	16%	12	9%
	No	140	26%	13	10%
Siblings Currently or Project Concern Graduates	Yes	281	52%	71	55%
	No	262	48%	58	45%
Siblings Attend Same Community[b]	Yes	232	68%	69	74%
	No	107	32%	24	26%
HOME BACKGROUND INFORMATION					
Home Family Status					
	Two Parents	211	39%	34	26%
	Single Parent	320	59%	87	68%
	Guardianship	11	2%	8	6%
	Emancipated Minor				
Single Parent in Home					
	Father				
	Mother	320	100%	87	100%
SCHOOL PROGRAMS					
Receives Title I Services Other Than Project Concern	Yes	69	13%	9	7%
	No	474	87%	120	93%
Type of Additional Services	Math[b]	3	6%		
	Reading	48	94%	4	45%
	Other			5	55%
Classified by State as Special Education Student	Yes	38	7%	17	13%
	No	505	93%	112	
Special Education Classification	MR				
	LD	26	70%	9	53%
	ED	2	3%	5	29%
	Speech	8	22%	2	12%
	Other	2	5%	1	6%
Non-Special Education Student Receiving Services Other Than Project Concern	Yes	84	16%	4	3%
	No	446	84%	122	97%

[a] Numbers which do not add to the total sample size of 545 for Suburban students and 129 for In-City Students and percentages not adding to 100% are due to missing responses.

[b] Responses are difficult to interpret as only those who answered "Yes" to previous question were to respond. For both groups a different number of responses was obtained for this follow-up question.

Home Background Information

Family Status. Information was collected from both samples regarding the students' home family status (item 8). For the Suburban sample, 39% were from two parent families, 59% were from single parent families, and 2% were from guardianship situations. For the In-City sample the respective figures were 26% (two parent), 68% (single parent), and 6% (guardianship). For both samples, all students living in single parent homes had their mother in the home.

Occupational Status. Information was gathered regarding the occupations of the head(s) of the household in which the student lives. The North-Hatte scale for ranking occupations was used to classify each occupation listed on the basis of its perceived occupational prestige.

Prestige ratings are based on popular opinion of broad cross-sections of society. However, the primary factors which have been shown to influence the prestige ascribed to a particular occupation are:

1. The degree to which one controls his/her own work environment and the degree of control over the work environment of others,
2. The degree to which his/her services "help" other people,
3. The education and/or training required to enter and advance in the occupation, and
4. The financial reward received for his/her work.

Samples of the occupations included in the 10 North-Hatte categories are presented in Appendix C. For a quick review of the categories, note the following ratings and occupations: 1, physician and scientist; 2, dentist and lawyer; 3, psychologist and engineer; 4, teacher and accountant; 5, electrician and trained machinist; 6, welfare worker and

insurance agent; 7, policeman and plumber; 8, machine operator and restaurant cook; 9, taxi driver and truck driver; 10, janitor, night watchman and unemployed.

Table 11 presents a summary of the percentages of Suburban and In-City parents in occupations with various prestige levels. Data are presented separately for male and female heads of the household as well as for two parent and single parent families.

Inspection of the data for the parents with students in the Suburban component suggests that occupational prestige ratings ranged from 4 to 10 for both males and females with the highest percentage of parents holding jobs with occupational prestige ratings of 8 (e.g., machine operator, restaurant cook, and store clerk).

Family status and occupational status were also compared. For almost half (46%) of the two parent families, both parents worked; for 34% of the two parent families only the father worked. For two-thirds (67%) of the single (mother) parent families, the mother worked; for the remaining one-third (33%), the mother was unemployed. In the case of guardianships, over half (63%) of the guardians were unemployed (grandmothers).

Occupational prestige ratings for In-City parents ranged from 6 to 10 for males and from 4 to 10 for females. The highest percentage of males (50%) was found in category 7 (e.g., policeman, mailman, carpenter, plumber and mechanic); for females, the highest percentage (44%) was found in category 8 (store clerk, parts assembler, meat wrapper and laundry worker).

In examining family status and occupational status, for two parent

Table 11

Occupational Prestige and Family Status

Area	Suburban				In-City			
OCCUPATIONAL PRESTIGE	Male		Female		Male		Female	
Rating	N	%	N	%	N	%	N	%
1								
2								
3								
4	4	2%	8	2%			2	3%
5	2	1%	3	1%			3	4%
6	5	3%	51	15%	3	13%	10	14%
7	24	14%	67	19%	12	50%	11	15%
8	86	48%	173	50%	7	29%	31	44%
9	20	11%	22	7%	2	8%	5	7%
10	38	21%	20	6%		%	9	13%
TOTAL	179		344		24		71	

FAMILY STATUS	Suburban		In-City	
	N	%	N	%
Two Parent Family				
Both Employed	97	46%	13	38%
Both Unemployed	16	8%	8	24%
Employed Father Only	73	34%	9	26%
Employed Mother Only	25	12%	4	12%
TOTAL	211		34	
Single Parent Family				
Employed Mother	214	67%	54	62%
Unemployed Mother	106	33%	33	38%
TOTAL	320		87	
Guardianships				
Employed	3	37%		
Unemployed	5	63%	6	100%

families, it was found that in 38% of the families both parents were employed. Further, 26% of the families had only the father employed, and 24% of the families had both parents employed. In single (mother) parent families, 62% of the mothers were employed and 38% were unemployed.

School Programs

Additional Title I Services. Returning to Table 10, we find information regarding the percentage of students receiving Title I services in addition to Project Concern (item 10). For 13% (N = 69 of 543) of the Suburban and 7% (N = 9 of 129) of the In-City sample, this was the case. Of those students receiving additional Title I services, 94% of the Suburban students received additional services in reading and 6% received services in math. Of the In-City students receiving additional services, 45% were in reading and 55% in other areas which were not specified.

Special Education. School principals were asked to indicate if the student was classified as a special education student under the State definition. Based upon the information provided by the principals, it can be concluded that 7% (N = 38 of 543) of the Suburban sample and 13% of the In-City sample are classified as special education students. Of those Suburban students in special education, the major handicapping conditions were LD (N = 26 of 38, 70%) and speech (N = 8 of 38, 22%). For the In-City sample, the major handicapping conditions are LD (N = 9 of 17, 53%), ED (N = 5 of 17, 29%), and speech (N = 2 of 17, 12%).

For those students not classified as special education under the State definition, principals were asked if students received any special services other than Title I. For the Suburban sample, 16% received

special services such as Title VI, remedial reading. In-City principals noted that 3% received special services other than Title I and listed special education as a general area.

SUMMARY

In summary, this chapter has presented a description of the current Project Concern participants in the following areas: Personal Characteristics, Project Information, Home Background Information and School Programs. Some of the major conclusions were as follows:

- Seventy-eight percent of the Suburban students' addresses are currently in Title I validated school districts; 80% were upon entry into Project Concern. For In-City students, 86% are currently living in Title I validated school districts and 92% were upon entry into Project Concern.

- Sixty-seven percent of the Suburban students are eligible for free milk or lunch and 16% are eligible for reduced price milk or lunch. For In-City students, comparable figures are 85% and 9% respectively.

- Approximately half of the Suburban (52%) and In-City (55%) participants currently have siblings in the program or siblings who graduated from the program.

- Thirty-nine percent of the Suburban students are from two parent families, 59% are from single parent families and 2% are from guardianship situations. For In-City students, the two parent, single parent and guardianship figures are 26%, 68%, and 6% respectively. For both groups, all single parent families have the mother in the home.

- Occupational ratings for parents of Suburban students are most frequently (males 48%, females 50%) in the North Hatte rating area number 8, (e.g., machine operator, restaurant cook and store clerk). For almost half of the two parent families, both parents work. For two-thirds of the single parent families, the mother works; the remaining mothers are unemployed.

For In-City students the highest frequency of parent occupational level for males (50%) is in the 7 category (e.g., policeman, mailman, carpenter, plumber and mechanic). Females tend mostly (44%) to be in occupational area 8 (e.g., store clerk, parts assembler, meat wrapper and laundry worker.

- Thirteen percent of the Suburban students and 7% of the In-City students receive Title I services in addition to Project Concern, mainly in the reading area.

- Seven percent of the Suburban students and 13% of the In-City students are classified as special education students under the State definition. Suburban students receive special education services mostly in the learning disability and speech areas. In-City students receive services in the learning disabled, emotionally disturbed and speech areas.

CHAPTER 3

Monitoring the Cognitive and Affective Impact of Project Concern

BACKGROUND AND EVALUATION DESIGN

For at least the last five years the funding proposal for the Project Concern Program has contained the following performance objectives:

1. Pupils will show month for month gains on an average by grade in Language Development.
2. Pupils will show month for month gains on an average by grade in Math.
3. Pupils will show a positive self-concept and attitude toward the school at the end of a year's participation.

Up through the 1978-1979 school year, evaluations of the cognitive outcomes stated in the program objectives utilized individually administered achievement tests (i.e., the Woodcock Reading Mastery Tests and the KeyMath Diagnostic Arithmetic Test). These tests were administered to a random sample of students at grades 1-8 on a pre- to post test basis. Then, the results were analyzed and reported as they relate to the program objectives.

Some disadvantages to this approach were evident. First, there were some problems in implementing a pre- to post test design on a yearly basis. By the time new participants were selected, transfers were made, project files were updated, and the logistics of sampling as well as pretesting were worked out, students were not pretested until

late November or early December. Given that post testing must be conducted in May, there were only about five to six months between the times of pre- and post testing. This is a relatively short period of time for examining pre- post test growth.

Secondly, although the results provided evidence of student growth, such growth could not be compared to the growth of comparable students in Hartford since the same tests were not used with the general population of students in the Hartford Public Schools. Also, some Project Concern students were becoming exceedingly test wise on the Woodcock and KeyMath. Alternate forms of these tests were used on a pre- to post test basis for five years. Since the same level was used at grades 1-8, students at the upper grade levels were very familiar with the content of the test exercises. A final disadvantage of the approach used in past evaluations was that some members of the education community and the public questioned the credibility of results based on a random sample.

To alleviate these problems, it was decided that the 1979-1980 and subsequent evaluations of Project Concern would monitor the cognitive performance of all Project Concern students at grades 2-8 on a year to year basis using the same group administered achievement tests that are being used in the Hartford Public Schools. Appropriate levels and forms of the Metropolitan Achievement Tests in reading, language, and mathematics would be administered to all project participants in the spring according to the testing schedule used in the Hartford Public Schools. Results from these instruments would be analyzed on a pre- to post test basis (i.e., spring of one year to spring of the next year and

reported as they relate to the objectives of Project Concern.

Along with the Metropolitan Achievement Tests, Project Concern students would also be administered a brief ten item Student Survey. This Student Survey, developed for use in past evaluations of Project Concern, would be used to monitor Project Concern participants' attitude toward school and self-concept on a continuing basis.

Consistent with this policy for monitoring the cognitive and affective performances of Project Concern students, all participants at grade 2-8 were administered the appropriate level and form of the 1978 version of the Metropolitan Achievement Tests as well as the Student Survey in the spring of 1981. The Metropolitan Achievement Tests were administered to all students participating in the Suburban Public and Inner-City school components of the program. Participating suburban school districts accepted responsibility for testing all Project Concern students in their community using the test materials provided by the Hartford Public Schools. During the 1979-1980 school year, the Metropolitan Achievement Tests were administered to Suburban participants by Hartford Test Specialists. This approach was not used during the 1980-1981 school year due to the problems encountered by Hartford Test Specialists. Given the time needed to administer the Metropolitan Achievement Tests, it was difficult to administer these tests to students in Suburban schools without disrupting their educational program somewhat. In some cases students at the upper grade levels resented being taken away from their normal school activities to be tested, especially by "strangers." Students participating in the Inner-City component of the program were administered the Metropolitan

Achievement Tests by their classroom teacher as part of the Hartford Public Schools Spring Testing Program. Project Concern participants were tested according to the following schedule:

Grades 4, 5, 6: March 2-13

Grades 2, 3 : March 30-April 10

Grades 7, 8 : May 4-18

Students were tested in the areas of reading, language, and mathematics using the forms and levels of the Metropolitan Achievement Tests noted below.

Grade	MATs Level	Form
2	Primary 2	JS
3-4	Elementary	JS
5-6	Intermediate	JS
7-8	Advanced 1	JS

At grades 2-4 students were tested using machine scorable booklets, while at grades 5-8 separate machine scorable answer sheets were used. All tests were scored and results reported using the computer facilities of the Hartford Public Schools. The number of Project Concern students for whom results were provided is summarized below by grade level and program component.

Grade	Suburban	Inner-City
2	58	23
3	81	20
4	86	32
5	96	40
6	96	39
7	111	29
8	116	32

ASSESSING THE ACHIEVEMENT GROWTH OF PROJECT CONCERN PARTICIPANTS

As noted in the prior section, the basic approach being utilized to assess the achievement growth of Project Concern participants is to compare the Metropolitan Achievement Test (MAT) results from the spring of one year to those for the spring of the next school year. Thus, in this year's evaluation of Project Concern, the MAT results obtained for spring 1980 and spring 1981 were compared. In using this approach, spring to spring MAT results must be collated by student. Some students who were tested in the spring of 1981 were not tested in the spring of 1980, either because they were absent or because they were not enrolled in Project Concern at that time. The number and percent of students tested in the spring of 1981 for whom spring 1980 MAT results were available is summarized below by grade level and program component.

Grade	Suburban		Inner-City	
	N	%	N	%
3	56	69%	13	65%
4	69	80%	23	72%
5	74	77%	30	75%
6	74	77%	32	82%
7	86	77%	26	90%
8	92	79%	24	75%

In comparing spring 1980 and spring 1981 test results, two other problems exist. First, although the MATs were administered during spring 1981 consistent with the testing schedule followed by the Hartford Public Schools, the spring 1980 administration of the MATs departed from this schedule. Due to delays and problems encountered by Hartford Test Specialists when administering the MATs during the spring of 1980, these tests were administered during the April-June period, with the majority

of the testing taking place between mid-April and mid-May 1980. Thus, in examining MAT achievement growth, the testing times and growth periods noted below should be kept in mind.

Grade	Spring 1980 MAT Testing Time*	Spring 1981 MAT Testing Time	Growth Period
3	2.8	3.7	9 Months
4	3.8	4.6	8 Months
5	4.8	5.6	8 Months
6	5.8	6.6	8 Months
7	6.8	7.8	10 Months
8	7.8	8.8	10 Months

*Estimated through feedback from Hartford Test Specialists

A second problem encountered in comparing spring 1980 and spring 1981 MAT results is that different tests were administered at these times. In the spring of 1980, Concern participants completed the 1970 edition of the Metropolitan Achievement Tests. In the spring of 1981, these students were administered the 1978 edition of the MATs. These two editions of the MATs differ substantially in terms of test format and the content sampled in the basic skill areas. Although tables are available to equate scores on the 1970 edition of the MATs to those on the 1978 edition, these derived scores are only an approximation of how a student might perform on the 1978 edition in light of one's performance on the 1970 edition of the MATs. Thus, the MAT spring to spring achievement growth to be reported in subsequent sections must be viewed as only an estimate of achievement growth due to the differences in the tests administered.

It is important to note that these problems of (1) administering

the MATs at times consistent with the testing schedule of the Hartford Public Schools and (2) comparing results across two editions of the MATs should not be encountered in subsequent evaluations of the Project Concern Program. Suburban school systems have agreed to continue assuming responsibility for testing Project Concern participants consistent with the schedule followed by the Hartford Public Schools. Also, the 1978 edition of the MATs will be used to assess student basic skill achievement in future evaluations of Project Concern.

PROCEDURES FOR ASSESSING ACHIEVEMENT GROWTH

To assess the amount of achievement growth exhibited by Project Concern participants, mean standard scores were calculated by grade level in the areas of reading, language, and mathematics for the spring 1980 results. These mean standard scores based on the 1970 edition of the MATs were converted to equivalent mean scaled scores on the 1978 edition of the MATs using conversion tables provided by the test publisher. Also, mean scaled scores were calculated in the areas of reading, language, and mathematics for the spring 1981 results based on the administration of the 1978 edition of the MATs. Using appropriate spring norm tables for the 1978 edition of the MATs, spring 1980 and spring 1981 scaled score means were then converted into mean percentile ranks and mean normal curve equivalent scores. The difference between the spring 1980 and spring 1981 mean normal curve equivalent scores in the basic skill areas was used as a measure of mean growth. The results of these analyses are summarized by grade level and program component in Tables 12-14.

Table 12

Summary by Grade Level of Mean Metropolitan Achievement Test
Spring 1980 (Pre-) and Spring 1981 (Post) Results
for Project Concern Students

Suburban Public School Component

Grade	N	[1]Type of Score	Reading			Language			Mathematics		
			Pre-	Post	Growth	Pre-	Post	Growth	Pre-	Post	Growth
3	56	SS	607	647			582			552	
		%ile	44	44			52			44	
		NCE	46.8	46.8	0		51.1			46.8	
4	69	SS	641	681			646			606	
		%ile	40	44			54			42	
		NCE	44.7	46.8	+2.1		52.1			45.8	
5	74	SS	677	703		619	686		609	662	
		%ile	42	42		46	52		44	50	
		NCE	45.8	45.8	0	47.9	51.1	+3.2	46.8	50.0	+3.2
6	74	SS	705	729		673	705		644	686	
		%ile	44	46		48	52		40	46	
		NCE	46.8	47.9	+1.1	48.9	51.1	+2.2	44.7	47.9	+3.2
7	86	SS	719	727		694	740		678	716	
		%ile	42	38		48	52		44	40	
		NCE	45.8	43.6	-2.2	48.9	51.1	+2.2	46.8	44.7	-2.1
8	92	SS	733	763		729	767		724	756	
		%ile	40	44		48	52		44	48	
		NCE	44.7	46.8	+2.1	48.9	51.1	+2.2	46.8	48.9	+2.1

[1]Note: SS=Scaled Score, %ile=Percentile Rank, NCE=Normal Curve Equivalent

Table 13

Summary by Grade Level of Mean Metropolitan Achievement Test
Spring 1980 (Pre-) and Spring 1981 (Post) Results
for Project Concern Students

Inner-City Component

Grade	N	[1]Type of Score	Reading			Language			Mathematics		
			Pre-	Post	Growth	Pre-	Post	Growth	Pre-	Post	Growth
3	13	SS	564	608			542			503	
		%ile	26	24			38			24	
		NCE	36.5	35.1	-1.4		43.6			35.1	
4	23	SS	607	658			606			576	
		%ile	24	32			40			30	
		NCE	35.1	40.1	+5.0		44.7			39.0	
5	30	SS	630	673		560	635		561	605	
		%ile	20	26		26	34		26	23	
		NCE	32.3	36.5	+4.2	36.5	41.3	+4.8	36.5	34.4	-2.1
6	32	SS	682	700		612	668		616	645	
		%ile	30	34		26	40		28	30	
		NCE	39.0	41.3	+2.3	36.5	44.7	+8.2	37.7	39.0	+1.3
7	26	SS	682	674		646	670		637	681	
		%ile	26	14		34	26		28	22	
		NCE	36.5	27.2	-9.3	41.3	36.5	-4.8	37.7	33.7	-4.0
8	24	SS	737	765		701	759		712	738	
		%ile	42	46		36	48		38	40	
		NCE	45.8	47.9	+2.1	42.5	48.9	+6.4	43.6	44.7	+1.1

[1]Note: SS=Scaled Score, %ile=Percentile Rank, NCE=Normal Curve Equivalent

Table 14

Summary of Mean Normal Curve Equivalent Achievement Growth by
Grade Level, Skill Area, and Program Component for Project Concern Participants

Grade	No. of Students		Reading		Language		Mathematics	
	Suburban	Inner-City	Suburban	Inner-City	Suburban	Inner-City	Suburban	Inner-City
3	56	13	0	-1.4				
4	69	23	+2.1	+5.0				
5	74	30	0	+4.2	+3.2	+4.8	+3.2	-2.1
6	74	32	+1.1	+2.3	+2.2	+8.2	+3.2	+1.3
7	86	26	-2.2	-9.3	+2.2	-4.8	-2.1	-4.0
8	92	24	+2.1	+2.1	+2.2	+6.4	+2.1	+1.1

In reviewing these tables, it is important to note that scaled scores provide a measure of student achievement in equal internal units. These scaled scores can be compared across forms and levels of the Metropolitan Achievement Tests within a particular skill area. For example, in the area of Reading for the spring 1981 testing, it is evident that sixth grade Suburban school students exhibited a higher level of performance (729) than fourth grade Suburban school students (681). It is important to note that scaled scores cannot be compared across skill areas. For example at grade 4, one cannot conclude that the spring 1981 Reading performance of students in the Suburban school component (681) is superior to their Mathematics performance (606).

Tables 12 and 13 also contain percentile (%ile) scores. Percentile scores can be explained best using an example. A percentile score of 44 in Reading for grade 3 Suburban participants indicates that on the average, their performance was better than or equal to 44% of the students in the norming population taking that test at grade 2. Percentiles are not expressed in equal interval units. The difference between scores at the 80th and 90th percentiles is not the same as the difference between scores at the 50th and 60th percentiles. Percentiles can be standardized (i.e., converted to equal interval units) by converting them to normal curve equivalents (NCE). Normal curve equivalents are also reported in Tables 12-14.

An NCE of 50 is indicative of average performance for students at that grade level in the skill areas tested. For example, Suburban Concern pupils exhibited close to average performance at grade 2 in Language as evidenced by an NCE of 52. To the extent that the NCE

departs from 50, students exhibit above or below average performance in the skill area tested.

Title I evaluation guidelines require that growth in the basic skill areas should be determined by examining the pre- to post test change in the mean normal curve equivalent performance of the students being served. This approach was utilized in assessing the achievement growth of Project Concern participants. In reviewing Tables 12-14, an increase in mean norm curve equivalent performance from spring 1980 to spring 1981 indicates students have exhibited some growth in that area.

FINDINGS REGARDING THE COGNITIVE IMPACT OF THE PROJECT CONCERN PROGRAM

A basic question which arises in reviewing Tables 12-14 is - What normal curve equivalent growth should students be expected to exhibit in each of the basic skill areas assessed at grades 3-8? This question cannot be answered without longitudinal data for students similar to those being evaluated. Thus, Metropolitan Achievement Test results were collated for the general Hartford population of students tested as well as for students attending Hartford Title I schools. More specifically, Metropolitan Achievement Test Reading and Total Mathematics test results were collated for the following years:

- Spring 1978
- Spring 1979
- Spring 1980
- Spring 1981

Language results were not collated since students were not tested in this area for the four years examined. These test results were collated using the data provided in the Hartford Group Test Reports.

Results for Title I schools were derived by calculating weighted grade equivalent score means based on the results provided in the Group Test Reports. District level mean grade equivalent results were presented for each area in the Group Test Reports. Mean results for Spring 1978, Spring 1979, and Spring 1980 were based on the 1970 edition of the Metropolitan Achievement Tests. These means were converted to normal curve equivalents on the 1978 edition of the Metropolitan Achievement Tests through the following process:

- Mean grade equivalents (1970 edition) were converted to standard scores (1970 edition).
- Standard scores (1970 edition) were converted to scaled scores (1978 edition).
- Scaled scores (1978 edition) were converted to percentile ranks (1978 edition).
- Percentile ranks (1978 edition) were converted to normal curve equivalents.

Once mean performance for the 1978, 1979, and 1980 spring testings was converted to normal curve equilvalent score performance based on the 1978 edition of the Metropolitan Achievement Tests, year to year growth was assessed for the 1978 to 1979, 1979 to 1980, and the 1980 to 1981 school years. More specifically, in assessing year to year growth the performance of students during a particular year was compared to the performance of that class during the prior year. For example, in assessing growth for the 1978 to 1979 school years, the performance of grade 3 students (1979) was compared with the performance of grade 2 students (1978). Although these two groups of students are not identical, they are similar in that the majority of students at grade 2 in 1978 would be tested again at grade 3 in 1979.

A three year summary of Metropolitan Achievement Test normal curve equivalent gains is provided in Table 15 for Title I schools as

Table 15

Metropolitan Achievement Tests
Three Year Summary of
Normal Curve Equivalent Gains

Title I Schools

Grade	Reading 78-79	Reading 79-80	Reading 80-81	Mathematics 78-79	Mathematics 79-80	Mathematics 80-81
3	1.1	0.0	0.0			
4	1.1	-3.6	-1.3			
5	7.4	3.5	0.0	7.0	4.8	-1.4
6	8.1	1.1	-2.3	5.3	2.4	-1.2
7	4.6	0.0	-4.6	2.5	0.0	-2.4
8	-2.3	-3.5	-4.8	0.0	5.7	3.5

All Hartford Schools

Grade	Reading 78-79	Reading 79-80	Reading 80-81	Mathematics 78-79	Mathematics 79-80	Mathematics 80-81
3	2.3	1.2	-1.1			
4	1.1	-2.3	0.0			
5	2.1	2.1	1.2	5.9	4.6	2.4
6	4.3	0.0	-1.0	6.8	2.2	1.1
7	6.4	0.0	-1.0	2.2	1.0	1.0
8	-1.1	1.1	-1.0	-1.1	8.5	1.1

well as for all Hartford schools. In reviewing Table 15, clear systematic trends in mean normal curve equivalent gains are not evident. For this reason, NCE gains were not averaged across the three growth periods. One major factor which could account for the variation in NCE gains is the changes which have been made in the Hartford Public Schools Testing Program over the years. For the 1978-79 period, NCE gains in reading and mathematics tended to be larger and more positive compared to the other two periods. Results for the 1978 and 1979 testings were based on considerable out-of-level testing. The varied results for the 1979-80 period could have been affected by the change to on-level testing during the Spring of 1980. Finally, the perplexing results for the 1980-81 period could be a function of the change over to the 1978 edition of the Metropolitan Achievement Tests in the Spring of 1981.

In conclusion, a longitudinal analysis of the Metropolitan Achievement Test results for the Hartford Public Schools did not yield clear standards of expected mean NCE gain in reading and mathematics which could be used to evaluate the growth exhibited by Project Concern participants. The best available standard for evaluating the reading and mathematics performance of Project Concern participants is the Spring 1980 to Spring 1981 normal curve equivalent growth of students in Hartford Public Schools in general. The levels of 1980-81 normal curve equivalent growth exhibited by Hartford and Project Concern students is summarized in Table 16.

A trend which emerges through examining Table 16 is that the Suburban Project Concern participants at grades 3-8 tended to exhibit mean NCE Metropolitan Achievement Test growth in Reading which was

Table 16

Metropolitan Achievement Tests
Summary of Normal Curve Equivalent
Growth for Spring 1980 to Spring 1981

Reading

Grade	Hartford Title I Schools	Hartford Schools	Suburban Project Concern	Inner-City Project Concern
3	0.0	-1.1	0.0	-1.4
4	-1.3	0.0	2.1	5.0
5	0.0	1.2	0.0	4.2
6	-2.3	-1.0	1.1	2.3
7	-4.6	-1.0	-2.2	-9.3
8	-4.8	-1.0	2.1	2.1

Mathematics

Grade	Hartford Title I Schools	Hartford Schools	Suburban Project Concern	Inner-City Project Concern
5	-1.4	2.4	3.2	-2.1
6	-1.2	1.1	3.2	1.3
7	-2.4	1.0	-2.1	-4.0
8	3.5	1.1	2.1	1.1

higher than or consistent with the levels of mean growth reported for either Hartford schools in general or Hartford Title I schools, expect at grades 5 and 7. At grades 5 and 7, the mean NCE Reading growth of Suburban Project Concern students was lower than the level of mean growth reported for Hartford schools in general. In the area of Mathematics, Suburban Project Concern participants at grades 5-8 tended to exhibit mean NCE Metropolitan Achievement Test growth which was higher than or consistent with the levels of mean growth reported for either Hartford schools in general or Hartford Title I schools, except at grades 7 and 8. At grade 7, Suburban participant Mathematics growth was lower than the level of growth reported for Hartford schools in general. At grade 8, Suburban participant Mathematics growth was lower than the level of growth reported for Hartford Title I schools.

Inner-City program participants at grades 3-8 tended to exhibit mean NCE Metropolitan Achievement Test growth in Reading which was higher than or consistent with the levels of mean growth reported for either Hartford schools in general or Hartford Title I schools, except at grades 3 and 7. At grade 3, Inner-City participant Reading growth was lower than the level of growth reported for Hartford Title I schools. At grade 7, Inner-City participant Reading growth was lower than the level of growth reported for either Hartford schools in general or Hartford Title I schools. In the area of Mathematics, Inner-City participants at grades 5-8 tended to exhibit NCE Metropolitan Achievement Test growth which was lower than the levels of growth reported for either Hartford schools in general or Hartford Title I schools, except at grades 6 and 8. At grade 6, Inner-City participants exhibited

Mathematics growth consistent with the level of growth reported for Hartford schools in general and higher than the level of growth reported for Hartford Title I schools. At grade 8, Inner-City participants exhibited Mathematics growth consistent with the level of growth reported for Hartford schools in general.

In summary, at most of the grade levels studied, Suburban Project Concern participants tended to exhibit mean NCE Metropolitan Achievement Test growth in Reading and Mathematics which was higher than or consistent with the level of mean growth reported for either the Hartford schools in general or Hartford Title I schools. Although a similar trend was evident for Inner-City Project Concern participants in Reading, this was not the case for Mathematics. For Mathematics, Inner-City Project Concern participants tended to exhibit a lower level of mean growth than was reported for either Hartford schools in general or Hartford Title I schools.

In considering these findings, two points should be kept in mind. First, it is important to reiterate that Spring 1980 to Spring 1981 basic skill growth was assessed through equating student performance on two different editions of the MATs. This equating process does introduce a level of error which can affect the level of basic skill growth reported. Future evaluations based on spring to spring comparisons of student performance on the same edition of the MATs will provide a more accurate indication of the impact of Project Concern on the basic skill performance of participating students.

Also, one must be cautious in drawing conclusions regarding the magnitude of the growth exhibited by Project Concern and Hartford students.

Such comparisons should not be made without specific information concerning the ability level of the groups being compared, the variations in testing conditions noted earlier in this chapter, and the adequacy of the Metropolitan Achievement Test norms used.

MONITORING AFFECTIVE IMPACT

Since several research studies have shown that affective variables relate to school achievement (see Bloom, Human Characteristics and School Learning and Purkey, Self-Concept and School Achievement), the Student Survey was developed during the 1977-1978 evaluation of the Project Concern to monitor the affective impact of the program. The Student Survey contains a series of items which assess student self-concept and attitude toward school. It should be noted that the self-concept and attitude variables are complex constructs. The 10 items contained in the Student Survey were selected from the Instructional Objectives Exchange nationally normed item pool for assessing the areas of self-concept and attitude toward school. The complete sets of self-concept and attitude toward school items could not be employed as separate measures due to test length considerations. Since the items selected do represent the self-concept and school attitude domains, they can be employed validly to assess student status. Given the close relationship between how students feel about themselves (self-concept) and their atti-

tudes toward various school situations, the set of 10 items was selected to generally reflect both constructs.

The Student Survey was administered during the spring of 1981 to participants in the Suburban Public School component of Project Concern at grades 2-8 at the same time as these students were administered the Metropolitan Achievement Tests. Table 17 contains the percents and frequencies of students selecting the "True" responses on the Student Survey. Perusal of the Totals responses in Table 17 indicates that, overall, the students in the Suburban component have a positive self-concept and attitude toward school. This statement can be supported further by an analysis of the items in the survey. The ten items used in the survey reflected three general areas: feelings about school and school work, attitudes toward classroom participation, and feelings about teachers.

School and School Work. The majority of students feel quite comfortable with their school experience and their school work. For the combined group of grade 2 through 8 respondents, 44% indicated that they often get discouraged in school (item 5) and 46% felt that they were not doing as well in school as they would like to do (item 8). Further, 84% felt that they could get good grades if they wanted to (item 3), 65% felt their school work was fairly easy (item 1), and 81% were proud of their school work (item 7). In addition, only 28% of the Suburban Project Concern students felt that they were slow in finishing their school work (item 6). This is a positive finding in that Project Concern students tend to compare themselves positively to their classroom counterparts in this area of work completion.

Class Participation. The area of class participation is important as the Project Concern students should feel comfortable in their class-

Table 17

Percent and Frequency of "True" Responses On the Student Survey by Grade Level
for Students Participating In the Suburban School Components of the Project Concern Program

	Item Stem	GRADE LEVEL 2 (N=53)	3 (N=80)	4 (N=90)	5 (N=88)	6 (N=102)	7 (N=108)	8 (N=96)	TOTALS (N=617)
1.	School work is fairly easy for me.	53% (28)	56% (45)	52% (47)	65% (57)	64% (63)	74% (78)	82% (79)	65% (397)
2.	My teachers usually like me.	81% (43)	81% (65)	78% (70)	76% (67)	84% (86)	85% (93)	88% (85)	82% (509)
3.	I can get good grades if I want to.	57% (30)	76% (61)	81% (73)	85% (75)	90% (92)	90% (98)	96% (92)	84% (521)
4.	I often volunteer to do things in class.	74% (39)	70% (56)	71% (64)	74% (65)	70% (71)	65% (70)	50% (48)	67% (413)
5.	I often get discouraged in school.	46% (24)	51% (41)	50% (45)	42% (36)	55% (56)	31% (33)	39% (37)	44% (272)
6.	I am slow in finishing my school work.	27% (14)	42% (34)	25% (22)	30% (26)	29% (30)	28% (30)	20% (19)	28% (175)
7.	I am proud of my school work.	94% (50)	82% (66)	88% (78)	85% (74)	81% (81)	68% (74)	79% (74)	81% (497)
8.	I am not doing as well in school as I would like to do.	24% (13)	36% (29)	39% (35)	40% (35)	52% (53)	61% (67)	56% (54)	46% (286)
9.	I find it hard to talk in front of the class.	45% (24)	57% (46)	51% (46)	57% (50)	55% (56)	46% (50)	43% (41)	51% (313)
10.	I don't like to be called on in class.	23% (12)	26% (21)	27% (24)	28% (25)	26% (26)	24% (26)	29% (28)	26% (162)

room setting. It appears that this is the case since 67% indicated they often volunteer to do things in class (item 4). Further, 51% felt that they found it hard to talk in front of the class (item 9) and only 26% indicated that they didn't like to be called on in class (item 10).

Teachers. The student perception that their teachers like them is essential for the development of healthy self-images and school attitudes. For the Project Concern students, 82% indicated that their teachers usually liked them (item 2).

With respect to differences in self-concept and school attitudes across grade levels, some significant differences were evident as follows:

- As grade level increased, more students felt school work was fairly easy for them (item 1).
- As grade level increased, more students felt they could get good grades if they wanted to (item 3).
- As grade level increased, fewer students indicated they often volunteered to do things in class (item 4).
- As grade level increased, fewer students indicated they often got discouraged in school (item 5).
- As grade level increased, fewer students were proud of their school work (item 7).

In summary, it can be concluded that the self-concept and school attitudes of the Project Concern students in the areas of school and school work, classroom participation, and teachers are quite positive. The affective orientation of students participating in the Suburban Public School component of the 1980-1981 Project Concern Program is consistent with the results of past evaluations of Project Concern when the Student Survey was used.

It is important to note that the cognitive and affective information discussed in this chapter is summarized on the Connecticut State Department of Education Compensatory Project Evaluation Reporting forms in Appendix D.

FUTURE CONSIDERATIONS IN EVALUATING THE COGNITIVE AND AFFECTIVE IMPACT OF PROJECT CONCERN

Based on this year's evaluation of Project Concern it is recommended that three areas receive close consideration in future evaluations of the cognitive and affective impact of the program. First, it is necessary that consideration be given to revising the cognitive objective of the program to be more consistent with the skill areas assessed by the Metropolitan Achievement Tests. Also, these objectives should make reference to a level of expected NCE gain.

Secondly, the Hartford Public Schools has made a major effort to establish an assessment program where students are tested on-level and a longitudinal data file is maintained for each student tested. In subsequent years, every effort should be made to continue the practice of on-level testing and to update systematically the data file for each student tested. Quality data derived through this process will be of considerable value in determining levels of expected achievement gain for Hartford as well as Project Concern students.

Finally, it is important that future evaluation efforts monitor the affective impact of Project Concern on Inner-City participants. Although this year's evaluation was supposed to focus on this aspect of Project Concern, the necessary data was not collected due to time and personnel resource limitations.

CHAPTER 4

Summary and Recommendations

The 1980-81 Hartford Project Concern Program evaluation focused on the following four areas:

1. An analysis of the Project Concern program selection procedures.
2. The development of a profile of the background characteristics of current Project Concern participants.
3. An examination of the cognitive and affect impact of Project Concern.
4. A synthesis of the findings of the previous evaluations of the Project Concern program.

This summary will focus on the first three of these areas. A separate document containing the synthesis of the findings of previous evaluations can be obtained from the Hartford Public Schools.

The purpose of this summary is to collate for the reader some of the major findings of this evaluation. It is important to note that perceptions of the Project Concern program should not be formed on the basis of this summary alone. All findings must be interpreted in light of the evaluation design utilized, a more complete discussion of the results presented, and the limitations placed on the findings obtained.

An Analysis of the Project Concern Program Selection Procedures

This component focused on a description of procedures used for selecting students for Project Concern since the beginning of the program in 1966. Following this description, two analyses were presented. The first documented the prior spring level of reading and math achievement for grade 2-4 students entering Project Concern (grades 3-5) in the fall of 1977-1980. The second analysis presented a comparison of the achievement levels of Project Concern students with those of their counterparts remaining in the Hartford Title I validated schools.

On the basis of the examination of the student selection procedures and the achievement data, the following were concluded:

- The random selection process utilized for student selection to Project Concern in 1966 gradually evolved into a parent volunteer procedure during the 1980-1981 year.
- Reading and math achievement levels of grades 3-5 students entering Project Concern in the fall of 1977-1980 appeared to be quite high in relation to Federal and State Title I and SADC program selection guidelines if the program is viewed as compensatory in nature.
- Project Concern students entering the program in grades 3-5 during the fall of 1977-1980 were found in 9 of 24 or 37% of the comparisons made to be achieving at a significantly higher level than their Hartford Title I validated school counterparts in Total Reading and Total Math.

The Development of a Profile of the Background Characteristics of Current Project Concern Participants

This component focused on a description of the current Project Concern participants in the following areas: Personal Characteristics, Project Information, Home Background Information and School Programs.

Some of the major conclusions were as follows:

- Seventy-eight percent of the Suburban students' addresses are currently in Title I validated school districts; 80% were upon entry into Project Concern. For In-City students, 86% are currently living in Title I validated school districts and 92% were upon entry into Project Concern.

- Sixty-seven percent of the Suburban students are eligible for free milk or lunch and 16% are eligible for reduced price milk or lunch. For In-City students, comparable figures are 85% and 9% respectively.

- Approximately half of the Suburban (52%) and In-City (55%) participants currently have siblings in the program or siblings who graduated from the program.

- Thirty-nine percent of the Suburban students are from two parent families, 59% are from single parent families and 2% are from guardianship situations. For In-City students, the two parent, single parent and guardianship figures are 26%, 68%, and 6% respectively. For both groups, all single parent families have the mother in the home.

- Occupational ratings for parents of Suburban students are most frequently (males 48%, females 50%) in the North Hatte rating area number 8 (e.g., machine operator, restaurant cook and store clerk). For almost half of the two parent families, both parents work. For two-thirds of the single parent families, the mother works; the remaining mothers are unemployed.

- For In-City students the highest frequency of parent occupational level for males (50%) is in the 7 category (e.g., policeman, mailman, carpenter, plumber and mechanic). Females tend mostly (44%) to be in occupational area 8 (e.g., store clerk, parts assembler, meat wrapper and laundry worker).

- Thirteen percent of the Suburban students and 7% of the In-City students receive Title I services in addition to Project Concern, mainly in the reading area.

- Seven percent of the Suburban students and 14% of the In-City students are classified as special education students under the State definition. Suburban students receive special education services mostly in the learning disability and speech areas. In-City students receive services in the learning disabled, emotionally disturbed and speech areas.

An Examination of the Cognitive and Affective Impact of Project Concern

The impact of Project Concern and the cognitive achievement of program participants was assessed by comparing the Metropolitan Achievement Test results from Spring 1980 to those obtained during Spring 1981. Achievement growth was assessed by comparing the normal curve equivalent (NCE) growth of Project Concern students to the NCE growth exhibited by students in the Hartford Public Schools. The results of these comparisons are summarized below.

- Suburban Project Concern participants at grades 3-8 tended to exhibit mean NCE Metropolitan Achievement Test growth in Reading which was higher than or consistent with the levels of mean growth reported for either Hartford schools in general or Hartford Title I schools, except at grades 5 and 7.

- At grades 5 and 7, the mean NCE Reading growth of Suburban Project Concern students was lower than the level of mean growth reported for Hartford schools in general.

- In the area of Mathematics, Suburban ProjectConcern participants at grades 5-8 tended to exhibit mean NCE Metropolitan Achievement Test growth which was higher than or consistent with the levels of mean growth reported for either Hartford schools in general or Hartford Title I schools, except at grades 7 and 8.

- At grade 7, Suburban participant Mathematics growth was lower than the level of growth reported for Hartford schools in general. At grade 8, Suburban participant Mathematics growth was lower than the level of growth reported for Hartford Title I schools.

- Inner-City program participants at grades 3-8 tended to exhibit mean NCE Metropolitan Achievement Test growth in Reading which was higher than or consistent with the levels of mean growth reported for either Hartford schools in general or Hartford Title I schools, except at grades 3 and 7.

- At grade 3, Inner-City participant Reading growth was lower than the level of growth reported for Hartford Title I schools. At grade 7, Inner-City participant Reading growth was lower than the level of growth reported for either Hartford schools in general or Hartford Title I schools.

- In the area of Mathematics, Inner-City participants at grades 5-8 tended to exhibit NCE Metropolitan Achievement Test growth which was lower than the levels of growth reported for either Hartford schools in general or Hartford Title I schools, except at grades 6 and 8.

- At grade 6, Inner-City participants exhibited Mathematics growth consistent with the level of growth reported for Hartford schools in general and higher than the level of growth reported for Hartford Title I schools. At grade 8, Inner-City participants exhibited Mathematics growth consistent with the level of growth reported for Hartford schools in general.

With respect to differences in self-concept and school attitudes across grade levels, some significant differences were evident as follows:

- As grade level increased, more students felt school work was fairly easy for them.

- As grade level increased, more students felt they could get good grades if they wanted to.

- As grade level increased, fewer students indicated they often volunteered to do things in class.

- As grade level increased, fewer students indicated they often got discouraged in school.

- As grade level increased, fewer students were pround of their school work.

In summary, it can be concluded that the self-concept and school attitudes of the Project Concern students in the areas of school and school work, classroom participation, and teachers are quite positive. The affective orientation of students participating in the Suburban Public School component of the 1980-1981 Project Concern Program is consistent with the results of past evaluations of Project Concern when the Student Survey was used.

RECOMMENDATIONS

Based upon the findings of the 1980-1981 Project Concern evaluation, recommendations appear appropriate in the areas of program selection and evaluation procedures for the cognitive and affective components.

Given the program selection procedures described and the resulting achievement levels for students entering the program, it appears that several critical issues need to be addressed by the Hartford Public Schools. To this end, the following recommendations are forwarded:

- That changes in the nature and goals of Project Concern as it has emerged since 1966 be discussed and documented as they relate to future program selection procedures.
- That the Hartford Public Schools conduct a comprehensive analysis of Project Concern budgets over the past few years to determine the manner and extent that program operations were consistent with funding source (Title I, SADC, General Budget, etc.) regulations.
- That future program selection procedures carefully match the agreed upon program mission as well as the regulations developed by the agency funding the program.

Based on this year's evaluation of Project Concern it is recommended that three areas receive close consideration in future evaluations of the cognitive and affective impact of the program. First, it is necessary

that consideration be given to revising the cognitive objective of the program to be more consistent with the skill areas assessed by the Metropolitan Achievement Tests. Also, these objectives should make reference to a level of expected NCE gain.

Secondly, the Hartford Public Schools has made a major effort to establish an assessment program where students are tested on-level and a longitudinal data file is maintained for each student tested. In subsequent years, every effort should be made to continue the practice of on-level testing and to update systematically the data file for each student tested. Quality data derived through this process will be of considerable value in determining levels of expected achievement gain for Hartford as well as Project Concern students.

Finally, it is important that future evaluation efforts monitor the affective impact of Project Concern on Inner-City participants. Although this year's evaluation was supposed to focus on this aspect of Project Concern, the necessary data was not collected due to time and personnel resource limitations.

APPENDIX A

DEFINITIONS[1]

Standard Score. Standard scores on Metropolitan Achievement Tests express the results for a subtest area (e.g., Word Knowledge) for all batteries and all forms on a single, common scale. Within a single subtest area, standard scores are directly comparable from battery to battery and from form to form. The standard scores serve two main functions. First, once raw scores have been converted to standard scores, one need not be concerned with the battery or form from which the raw scores came for purposes of further interpretation. Batteries are made equivalent and forms are made equivalent in the process of going from raw score to standard score. Second, certain technical features of the standard scores make them uniquely suitable for measuring academic growth over a period of time.

Grade Equivalent. A grade equivalent indicates the grade placement of pupils for whom a given score is average or typical. For example, if a score of 31 on the Reading Test corresponds to a grade equivalent of 4.6, this means that a score of 31 is typical for pupils in the sixth month of grade 4.

---

[1] Taken from the Metropolitan Achievement Test Teachers Handbook (1971) and the California Achievement Tests Norms Tables (1978)

Definitions

Grade equivalents are losing the popularity they once had as a means for interpreting pupils' performances. This is due to several special difficulties which grade equivalents create for the teacher. First, grade equivalents are not directly comparable from one test to another for pupils who are above or below average in performance. Second, grade equivalent units are not equal throughout the scale. An increase in raw score of 10 points may amount to only three months of growth in one part of the scale and to three years in another part of the scale. Third, laymen frequently think that a pupil ought to be in the grade corresponding to the grade equivalent obtained by a pupil.

Percentile. A percentile rank tells the percentage of pupils in a given grade that obtained scores equal to or less than a certain score. For example, if Jim obtains a percentile rank of 60, this means that 60 percent of the pupils in the norm group for a given grade scored equal to or less than Jim. Percentile ranks indicate the relative standing of a pupil in comparison with the norm group.

Normal Curve Equivalents. Normal curve equivalents (NCEs) have many of the characteristics of percentile ranks but have the additional advantage of being based on an equal-interval scale. That is, the difference between two successive scores on the scale is the same over all parts of the scale. The normal curve is represented on a scale of 1 to 99 with a mean of 50 and a standard deviation of approximately 21. This allows a meaningful comparison to be made between different achievement test batteries and/or different tests within the same test battery.

A-1

Metropolitan Achievement Test Scores
for Project Concern and Hartford Students
Spring 1977: Grade 2

Group		TOTAL Reading	TOTAL Math
Suburban Project Concern	N	14	14
	SS	51	53
	GE	2.5	2.4
	%ile	44	28
	NCE	47	38
In-City Project Concern	N	4	4
	SS	58	51
	GE	3.2	2.3
	%ile	72	20
	NCE	62	32
TOTAL Project Concern	N[a]	18	18
	SS	53	53
	GE	2.7	2.4
	%ile	52	28
	NCE	51	38
Hartford Title I Schools	N	623	627
	SS	49	51
	GE	2.4	2.3
	%ile	34	20
	NCE	41	32

[a]No test scores were available for 16 Project Concern students.

A-2

Metropolitan Achievement Test Scores
for Project Concern and Hartford Students
Spring 1977: Grade 3

Group		TOTAL Reading	TOTAL Math
Suburban Project Concern	N	10	10
	SS	56	55
	GE	3.0	2.5
	%ile	34	10
	NCE	41	23
In-City Project Concern	N	1	1
	SS	51	40
	GE	2.5	1.7
	%ile	20	1
	NCE	32	1
TOTAL Project Concern	N[a]	11	11
	SS	55	53
	GE	2.9	2.4
	%ile	30	8
	NCE	39	20
Hartford Title I Schools	N	728	717
	SS	55	55
	GE	2.9	2.5
	%ile	30	10
	NCE	39	23

[a]No test scores were available for 1 Project Concern student.

A-3

Metropolitan Achievement Test Scores
for Project Concern and Hartford Students
Spring 1977: Grade 4

	Suburban Project Concern					In-City Project Concern					Total Project Concern[a]					Hartford Title I Schools				
	N	SS	GE	%ile	NCE	N	SS	GE	%ile	NCE	N	SS	GE	%ile	NCE	N	SS	GE	%ile	NCE
TOTAL Reading	7	66	4.1	38	44	3	56	3.0	14	27	10	63	3.7	30	39	689	59	3.3	20	32
TOTAL Math	7	71	3.8	20	32	3	66	3.4	11	24	10	70	3.7	17	30	684	64	3.2	9	22

[a]No test scores were available for 4 students.

A-4

Metropolitan Achievement Test Scores
for Project Concern and Hartford Students
Spring 1978: Grade 2

Group		TOTAL Reading	TOTAL Math
Suburban Project Concern	N	13	13
	SS	49	49
	GE	2.4	2.2
	%ile	34	14
	NCE	41	27
In-City Project Concern	N	2	2
	SS	42	46
	GE	2.0	2.0
	%ile	11	10
	NCE	24	23
TOTAL Project Concern	N[a]	15	15
	SS	48	49
	GE	2.3	2.2
	%ile	28	14
	NCE	38	27
Hartford Title I Schools	N	709	616
	SS	47	47
	GE	2.2	2.0
	%ile	23	11
	NCE	34	24

[a]No test scores were available for 4 Project Concern students.

A-5

Metropolitan Achievement Test Scores
for Project Concern and Hartford Students
Spring 1978: Grade 3

Group		TOTAL Reading	TOTAL Math	
Suburban Project Concern	N	10	10	
	SS	58	62	
	GE	3.2	3.1	
	%ile	40	23	
	NCE	45	34	
In-City Project Concern	N	2	2	
	SS	60	56	
	GE	3.4	2.6	
	%ile	46	11	
	NCE	48	24	
TOTAL Project Concern	N[a]	12	12	
	SS	58	61	
	GE	3.2	3.1	
	%ile	40	20	
	NCE	45	32	
Hartford Title I Schools	N	671	140	
	SS	56	56	
	GE	3.0	2.6	(2.3)
	%ile	34	11	(7)
	NCE	41	24	(19)

[a]No test scores were available for 6 Project Concern students.

A-6

Metropolitan Achievement Test Scores
for Project Concern and Hartford Students
Spring 1978: Grade 4

	Suburban Project Concern					In-City Project Concern					Total Project Concern[a]					Hartford Title I Schools				
	N	SS	GE	%ile	NCE	N	SS	GE	%ile	NCE	N	SS	GE	%ile	NCE	N	SS	GE	%ile	NCE
TOTAL Reading	13	64	3.8	32	40	2	67	4.2	40	45	15	64	3.8	32	40	678	59	3.3	20	32
TOTAL Math	13	68	3.6	14	27	2	61	3.1	5	15	15	67	3.5	12	25	671	67	3.5	12	25

[a]No test scores were available for 4 student

A-7

Metropolitan Achievement Test Scores
for Project Concern and Hartford Students
Spring 1979: Grade 2

Group		TOTAL Reading	TOTAL Math
Suburban Project Concern	N	10	11
	SS	58	55
	GE	3.2	2.5
	%ile	72	38
	NCE	62	44
In-City Project Concern	N	2	2
	SS	54	69
	GE	2.8	3.6
	%ile	56	84
	NCE	53	71
TOTAL Project Concern	N[a]	12	13
	SS	58	57
	GE	3.2	2.7
	%ile	72	50
	NCE	62	50
Hartford Title I Schools	N	[b]	569
	SS	49	53
	GE	2.4	2.4
	%ile	34	28
	NCE	41	38

[a]No test scores were available for 3 Project Concern students.

[b]Sample size not available.

A-8

Metropolitan Achievement Test Scores
for Project Concern and Hartford Students
Spring 1979: Grade 3

Group		TOTAL Reading	TOTAL Math
Suburban Project Concern	N	9	9
	SS	63	66
	GE	3.7	3.4
	%ile	58	34
	NCE	54	41
In-City Project Concern	N	4	4
	SS	65	70
	GE	3.9	3.7
	%ile	64	48
	NCE	58	49
TOTAL Project Concern	N[a]	13	13
	SS	63	67
	GE	3.7	3.5
	%ile	58	38
	NCE	54	44
Hartford Title I Schools	N	[b]	553
	SS	57	58
	GE	3.1	2.8
	%ile	36	14
	NCE	42	27

[a] No test scores were available for 4 Project Concern students.

[b] Sample size not available.

A-9

Metropolitan Achievement Test Scores
for Project Concern and Hartford Students
Spring 1979: Grade 4

	Suburban Project Concern					In-City Project Concern					Total Project Concern[a]					Hartford Title I Schools				
	N	SS	GE	%ile	NCE	N	SS	GE	%ile	NCE	N	SS	GE	%ile	NCE	N	SS	GE	%ile	NCE
TOTAL Reading	8	62	3.6	28	38	3	71	4.6	50	50	11	65	3.9	34	41	[b]	64	3.8	32	40
TOTAL Math	7	75	4.2	30	39	3	85	5.3	60	55	10	78	4.5	38	44	610	70	3.7	18	31

[a] No test scores were available for 2 students.

[b] Sample size not available.

Metropolitan Achievement Test Scores
for Project Concern and Hartford Students
Spring 1980: Grade 2

Group		TOTAL Reading	Math Computation[c]
Suburban Project Concern	N	12	12
	SS	54	57
	GE	2.8	3.1
	%ile	56	68
	NCE	53	60
In-City Project Concern	N	0	0
	SS		
	GE		
	%ile		
	NCE		
TOTAL Project Concern	N[a]	12	12
	SS	54	57
	GE	2.8	3.1
	%ile	56	68
	NCE	53	60
Hartford Title I Schools	N	[b]	121[1]
	SS	49	54
	GE	2.4	2.8
	%ile	34	52
	NCE	41	51

[a] No test scores were available for 1 Project Concern student.

[b] Sample size not available.

[c] Math Computation scores were used for grade 2 and 3 students in 1980 as no Total Math scores were available.

Metropolitan Achievement Test Scores
for Project Concern and Hartford Students
Spring 1980: Grade 3

Group		TOTAL Reading	Math Computation[c]
Suburban Project Concern	N	12	12
	SS	62	68
	GE	3.6	4.1
	%ile	54	62
	NCE	52	56
In-City Project Concern	N	1	1
	SS	59	62
	GE	3.3	3.5
	%ile	42	34
	NCE	46	41
TOTAL Project Concern	N[a]	13	13
	SS	62	68
	GE	3.6	4.1
	%ile	53	62
	NCE	52	56
Hartford Title I Schools	N	[b]	136
	SS	57	60
	GE	3.1	3.3
	%ile	36	26
	NCE	42	36

[a] No test scores were available for 1 Project Concern students.

[b] Sample size not available.

[c] Math Computation scores were used for grade 2 and 3 students in 1980 as no Total Math scores were available.

Metropolitan Achievement Test Scores
for Project Concern and Hartford Students
Spring 1980: Grade 4

	Suburban Project Concern					In-City Project Concern					Total Project Concern[a]					Hartford Title I Schools				
	N	SS	GE	%ile	NCE	N	SS	GE	%ile	NCE	N	SS	GE	%ile	NCE	N	SS	GE	%ile	NCE
TOTAL Reading	6	66	4.1	38	44	1	62	3.6	28	38	7	66	4.1	38	44	[b]	62	3.6	28	38
TOTAL Math	6	74	4.1	28	38	1	74	4.1	28	38	7	74	4.1	28	38	693	70	3.7	18	31

[a] No test scores were available for 3 students.

[b] Sample size not available.

Appendix B

PROJECT CONCERN STUDENT PROFILE

Type of Program (Check One)
Suburban _____
In-City _____

Personal Characteristics

1. Name of Student _____
2. Grade _____
3. Sex (Circle One) M F
4. Racial Background (Check One)
   Caucasian _____
   Hispanic _____
   Black _____
   Indian _____
   Other _____

Project Information

5. a. Current Home Address _____
   b. Is this address in a Title I validated elementary school district? Yes ____ No ____
   c. Current Project Concern District _____
   d. Current Project Concern School _____
6. a. Address upon entering Project Concern
   b. Was this address in a Title I validated district when the student entered the program? Yes ____ No ____
   c. Is this student eligible for free milk or lunch? Yes ____ No ____
   d. Is this student eligible for reduced price milk or lunch? Yes ____ No ____
   e. What year and grade did the student enter Project Concern? Year _____ Grade ____
   f. Sending School? _____
   g. Receiving District? _____
   h. Receiving School? _____
7. a. Does the student have siblings currently in Project Concern or who have graduated from Project Concern? Yes ____ No ____
   b. *If Yes,* is (was) attendance in the same community? Yes ____ No ____

Home Background Information

8. Please check the category which indicates the student's home family status.
   _____ a. Two parent family
   _____ b. Single Parent family
   _____ c. Guardianship
   _____ d. Emancipated minor

   If you checked single parent family, please indicate which parent is in the home.
   _____ a. Mother
   _____ b. Father

9. What are the occupations of the head(s) of household (parent/guardian) in which the student lives? (Please be specific)

   Male head of household
   a. What does he do? _____
   b. Where does he work? _____

   Female head of household
   a. What does she do? _____
   b. Where does she work? _____

School Programs

10. a. Is the student receiving Title I services other than Project Concern? Yes____ No____
    b. *If yes*, please check the type(s) of services provided.
    Math _____
    Reading _____
    Other _____
    (Please Specify) _____

11. a. Is the student classified as a special education student under the *State* definition? Yes____ No____
    b. If you answered *Yes* to (a), check the handicapping condition(s) applicable under the State definition.
    MR _____
    LD _____
    ED _____
    Speech _____
    Other _____
    (Please Specify) _____
    c. If you answered *Yes* to (a), is this student receiving special services other than Title I? Yes____ No____
    d. If you answered *Yes* to (c), please list what services are provided.
    _____
    _____
    _____
    _____

12. List any extra-curricular school or community activities in which the student is participating.
    _____
    _____
    _____
    _____

Appendix C

OCCUPATIONAL RATINGS

Paul K. Hatte and C. C. North

Rating	Sample Occupation
1	U.S. Supreme Court Justice Physician State Governor Cabinet Member in the Federal Government Diplomat in the U. S. Foreign Service Mayor of a large city College Professor Scientist United States Representative in Congress
2	Banker Government Scientist County Judge Head of a department in a state government Minister Architect Chemist Dentist Lawyer
3	Member of the board of directors of a large corporation Nuclear Physicist Priest Psychologist Civil Engineer Airline Pilot Artist who paints pictures that are exhibited in galleries Owner of factory that employs about 100 people Sociologist
4	Accountant for a large business Biologist Musician in a symphony orchestra Author of novels Captain in the regular army Building contractor Economist Instructor in the public schools Public school teacher
5	County agricultural agent Railroad engineer Farm owner and operator Official of an international labor union Radio announcer Newspaper columnist Owner-operator of a printing shop Electrician Trained machinist
6	Welfare worker for a city government Undertaker Reporter on a daily newspaper Manager of a small store in a city Bookkeeper Insurance agent Tenant farmer--one who owns livestock and machinery and manages the farm Traveling salesman for a wholesale concern
7	Playground director Policeman Railroad conductor Mail carrier Carpenter Automobile repairman Plumber Garage mechanic Local official of a labor union
8	Owner--operator of a lunch stand Corporal in the regular army Machine operator in a factory Barber Clerk in a store Fisherman who owns his own boat Streetcar motorman Milk routeman Restaurant cook
9	Truck driver Lumberjack Filling station attendant Singer in a nightclub Farmhand Coal Miner Taxi driver Railroad section hand Restaurant waiter
10	Dock worker Night watchman Clothes presser in a laundry Soda fountain clerk Bartender Janitor Garbage collector Street sweeper Shoe shiner

FOR STATE USE ONLY						
Card	1	DATA CONTROL USE	3	4	5	6	7

Form 1: Compensatory Project Report

ED - 205 Rev. 4-81

INSTRUCTIONS:
1. Prepare three copies
2. Retain a copy
3. Send two copies to address below by June 20, 1981

TO: Connecticut State Department of Education, Compensatory Program, P. O. Box 2219, Hartford, Ct. 06115

FROM: School District Name	CODE (8 9 10)	Project Title	(11 12)
Hartford Public Schools	0 6 4	Project Concern	1 1

Type of Project (Enter code in box at right) CODE: 1=Public, 2=Non-Public	13	Project Setting Code: (See Instructions)	14
	1		1

Completed by: Name and Telephone Number	Evaluation Done by: Name and Telephone Number
Robert J. Nearine - 566-6074	Drs. R.K.Gable & E.F. Iwanicki

Number of attendance areas in district which are eligible for Title I services: (16 17)	1 8
Number of attendance areas in district receiving Title I services: (19 20)	1 8

Project Information

Grade:	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Codes:	23-25	26-28	29-31	32-34	35-37	38-40	41-43	44-46	47-49	50-52	53-55	56-58	59-61	62-64
Pupils in Project			100	91	109	137	138	163	156	151	87	105	95	51
Average Size of Instructional Groups (Card 2)			1:18	1:20	1:20	1:20	1:20	1:20	1:20	1:20	1:20	1:20	1:20	1:20
Estimated Average Hours Per Week of Instruction Per Child (Card 3)			* 30	30	30	30	30	30	30	30	30	30	30	30
Estimated Average Total Hours for Project Year per Child (Card 4)			* 1080	1080	1080	1080	1080	1080	1080	1080	1080	1080	1080	1080

Report The Number Of Staff Paid By Compensatory Funds And Staff Development Activities

		Administrators	Teachers	Teacher Aides	Curriculum Specialists	Support Service Staff	Clerical Staff	Other Staff
Number Of Title I Staff	Card 5	20-22	23-25	26-28	29-31	32-34	38-40	41-43
		1	4	48			3	16
Number of Title I Staff In Full Time Equivalents		44-47	48-51	52-55	56-59	60-63	64-67	68-71
		1	1	48			3	3.5
Number of SADC Staff	Card 6	20-21	22-23	24-25	26-27	28-29	30-31	32-33
Number of SADC Staff In Full Time Equivalents		34-37	38-41	42-45	46-49	50-53	54-57	58-61
Number of Title I Personnel Receiving Staff Development		61-62	63-64	65-66	67-68	69-70	71-72	73-74
Number of Non-Title I Personnel Receiving Staff Development	Card 7	20-21	22-23	24-25	26-27	28-29	30-31	32-33

Project Expenditures for the past Fiscal Year (to nearest dollar). Allocation.

| | | | | | | | |

FORM 2: COMPENSATORY PROJECT REPORT - IMPACT DATA

FROM: SCHOOL DISTRICT NAME (8-9-10): Hartford Pub. Schools — 06 4

PROJECT TITLE (13): Project Concern Suburban Component — 11

Please read the instructions and give the following information on the back of the form:

1. Project Objectives
2. Data Analysis and Interpretation
3. Project Recommendations

Type of Project (14): Public

Code: 1-Public, 2-Non-public (enter code at right) — Project Code (15): 1

Subject Area: Reading

Code: 1-Reading, 2-Language Arts, 3-Mathematics (enter code) — 1

Was Pretest used for Student Selection (16): 2
Code: 1-yes 2-no (enter code)

If yes, was the State approved regression formula applied to data? (17)
Code: 1-yes, 2-no (enter code)

Test Name (18-19): Metropolitan Achievement Test — 27

Edition: Pre-1970, Post 1978

Type of Norm Used (20): 1
Code: 1-National, 2-Local, 3-Other (enter code)

Testing Schedule (21): 2
Code: 1-fall/spring, 2-spring/spring, 3-fall/fall

If out-of-level testing was done at any grade, put the number "1" at the grade levels that apply.

Grade	2	3	4	5	6	7	8	9	10	11	12
(30-40)	30	31	32	33	34	35	36	37	38	39	40

If none, check box. [X]

TESTING PROGRAM REPORT

Grade	Total Pupils in Project (Col. 2, 18-20)	# of Pupil who took pre/post Test (Col. 3, 21-23)	Month of Pre/Post Testing (Col. 4, 24)	Name of Subtest (Col. 5, 26-27)	Pre/Post Battery Level (Col. 6, 28)	Pre/Post Form (Col. 7, 29)	PRETEST INFORMATION: Mean Standard Score (Col. 8, 30-31)	PRETEST INFORMATION: Associated Percentile Equivalent (Col. 9, 32-33)	PRETEST INFORMATION: Associated Pretest NCE (Col. 10, 34-37)	POSTTEST INFORMATION: Mean Standard Score (Col. 11, 38-39)	POSTTEST INFORMATION: Associated Percentile Equivalent (Col. 12, 40-41)	POSTTEST INFORMATION: Associated Posttest NCE (Col. 13, 42-45)	NCE Gain (Col 13 - Col 10) (Col. 14, 46-49)	Weighted NCE Gain (Col 13 x Col 14) (Col. 15, 50-55)
Grade 7 02	91													
Card 13 Grade 3 03	109	56	2.8 / 3.7	Rdng.	P 2 / Elem	F / JS	607	44	46.8	647	44	46.8	0	0
Card 14 Grade 4 04	137	69	3.8 / 4.6	"	Elem / Elem	F / JS	641	40	44.7	681	44	46.8	+2.1	+144.9
Card 15 Grade 5 05	138	74	4.8 / 5.6	"	Elem / Int	F / JS	677	42	45.8	703	42	45.8	0	0
Card 16 Grade 6 06	163	74	5.8 / 6.6	"	Int / Int	F / JS	705	44	46.8	729	46	47.9	+1.1	+81.4
Card 17 Grade 7 07	156	86	6.8 / 7.8	"	Int / Adv 1	F / JS	719	42	45.8	727	38	43.6	-2.2	-189.2
Card 18 Grade 8 08	151	92	7.8 / 8.8	"	Adv 1 / Adv 1	F / JS	733	40	44.7	763	44	46.8	+2.1	+193.2
Card 19 Grade 9 09	87													
Card 20 Grade 10 10	105													
Card 21 Grade 11 11	95													
Card 22 Grade 12 12	51													

87

* Raw scores are included in this column only when the test manual converts raw scores to percentiles.

Results and Recommendations

PROJECT OBJECTIVES

Pupils will show month for month gains on an average by grade in Reading.

DATA ANALYSIS AND INTERPRETATION

- At grades 4, 6, and 8, Suburban Project Concern participants exhibited mean NCE Metropolitan Achievement Test growth in reading which surpassed the level of mean growth reported for either Hartford schools in general or Hartford Title I schools.

- At grade 3, Suburban Project Concern participants exhibited mean NCE Metropolitan Achievement Test growth in reading which was consistent with the level of mean growth reported for Hartford Title I schools, but was higher than the level of growth reported for Hartford schools in general.

- At grade 5, Suburban Project Concern participants exhibited mean NCE Metropolitan Achievement Test growth in reading which was consistent with the level of mean growth reported for Hartford Title I schools, but was lower than the level of growth reported for Hartford schools in general.

PROJECT RECOMMENDATIONS

Although the services provided through Project Concern should be reviewed in light of the achievement gains exhibited, these gains must be viewed with caution. These gains are based on a pre- to post test analysis of data based on the administration of two editions of the Metropolitan Achievement Tests (i.e., pre- 1970, post 1978). Although tables are available to equate scores on the 1970 edition of the MATs to those on the 1978 edition, these derived scores are only an approximation of how a student might perform on the 1978 edition in light of one's performance on the 1970 edition of the MATs. Thus, the MAT spring to spring achievement growth reported must be viewed as only an estimate of achievement growth due to the differences in the tests administered.

FORM 2: COMPENSATORY PROJECT REPORT - IMPACT DATA

FROM: SCHOOL DISTRICT NAME (8-10): Hartford Pub. Schools (06 4)

PROJECT TITLE (11-13): Project Concern Suburban Component (11)

Please read the instructions and give the following information on the back of the form:

1. Project Objectives
2. Data Analysis and Interpretation
3. Project Recommendations

Type of Project (14): Public
Code: 1=Public, 2=Non-public (enter code at right) — Project Code (15): 1

Subject Area (15-16): Language
Code: 1=Reading, 2=Language Arts, 3=Mathematics (enter code): 2

Was Pretest used for Student Selection (16): 2
Code: 1=yes 2=no (enter code)

If yes, was the State approved regression formula applied to data? (17)
Code: 1=yes, 2=no (enter code)

Test Name (18-19): Metropolitan Achievement Test — Edition: Pre-1970, Post 1978 (27)

Type of Norm Used (20): 1
Code: 1=National, 2=Local, 3=Other (enter code)

Testing Schedule (21): 2
Code: 1=fall/spring, 2=spring/spring, 3=fall/fall

If out-of-level testing was done at any grade, put the number "1" at the grade levels that apply.

Grade	2	3	4	5	6	7	8	9	10	11	12
	30	31	32	33	34	35	36	37	38	39	40

If none, check box. [X]

TESTING PROGRAM REPORT

Grade	Total Pupils in Project (Col. 2, Card 17, 18 - 20)	# of Pupil who took pre/post Test (Col. 3, 21 - 23)	Month of Pre/Post Testing (Col. 4, 24)	Name of Subtest (Col. 5, 26-27)	Pre/Post Battery Level (Col. 6, 28)	Pre/Post Form (Col. 7, 29)	PRETEST INFORMATION: Mean * Standard Score (Col. 8, 30 - 31)	PRETEST INFORMATION: Associated Percentile Equivalent (Col. 9, 32 - 33)	PRETEST INFORMATION: Associated Pretest NCE (Col. 10, 34 - 37)	POSTTEST INFORMATION: Mean * Standard Score (Col. 11, 38 - 39)	POSTTEST INFORMATION: Associated Percentile Equivalent (Col. 12, 40 - 41)	POSTTEST INFORMATION: Associated Posttest NCE (Col. 13, 42 - 45)	NCE Gain (Col 13 - Col 10) (Col. 14, 46 - 49)	Weighted NCE Gain (Col 3 x Col 14) (Col. 15, 50 - 55)
Grade 2 (Card 17) 02	91													
Grade 3 (Card 18) 03	109													
Grade 4 (Card 19) 04	137													
Grade 5 (Card 17) 05	138	74	4.8 / 5.6	Lang	Elem / Int	F / JS	619	46	47.9	686	52	51.1	+3.2	+236.8
Grade 6 (Card 18) 06	163	74	5.8 / 6.6	"	Int / Int	F / JS	673	48	48.9	705	52	51.1	+2.2	+162.8
Grade 7 (Card 19) 07	156	86	6.8 / 7.8	"	Int / Adv 1	F / JS	694	48	48.9	740	52	51.1	+2.2	+189.2
Grade 8 (Card 18) 08	151	92	7.8 / 8.8	"	Adv / Adv 1	F / JS	729	48	48.9	767	52	51.1	+2.2	+202.4
Grade 9 (Card 19) 09	87													
Grade 10 (Card 20) 10	105													
Grade 11 (Card 21) 11	95													
Grade 12 (Card 22) 12	51													

* Raw scores are included in this column only when the test manual converts raw scores to percentiles.

89

117

113

Results and Recommendations

PROJECT OBJECTIVES

Pupils will show month for month gains on an average by grade in Language.

DATA ANALYSIS AND INTERPRETATION

Suburban Project Concern participants exhibited mean NCE Metropolitan Achievement Test growth in Language at grades 5-8.

PROJECT RECOMMENDATIONS

Although the services provided through Project Concern should be reviewed in light of the achievement gains exhibited, these gains must be viewed with caution. These gains are based on a pre- to post test analysis of data based on the administration of two editions of the Metropolitan Achievement Tests (i.e., pre- 1970, post 1978). Although tables are available to equate scores on the 1970 edition of the MATs to those on the 1978 edition, these derived scores are only an approximation of how a student might perform on the 1978 edition in light of one's performance on the 1970 edition of the MATs. Thus, the MAT spring to spring achievement growth reported must be viewed as only an estimate of achievement growth due to the differences in the tests administered.

FORM 2: COMPENSATORY PROJECT REPORT - IMPACT DATA

FROM: SCHOOL DISTRICT NAME: rtford Public Schools (7 8 | 0 6 | 9 10 | 4)

PROJECT TITLE: Project Concern Suburban Component (13 | 11)

Please read the instructions and give the following information on the back of the form:

1. Project Objectives
2. Data Analysis and Interpretation
3. Project Recommendations

Type of Project: Public (14 | 1)

Code: 1-Public, 2-Non-public (enter code at right) Project Code

Subject Area: Mathematics (15 | 3)

Code: 1-Reading, 2-Language Arts, 3-Mathematics (enter code)

Was Pretest used for Student Selection Code: 1-yes 2-no (enter code): (16 | 2)

If yes, was the State approved regression formula applied to data? Code: 1-yes, 2-no (enter code): (17)

Test Name: Metropolitan Achievement Test Edition: Pre- 1970, Post 1978 (18 19 | 2 7)

Type of Norm Used Code: 1-National, 2-Local, 3-Other (enter code): (20 | 1)

Testing Schedule Code: 1-fall/spring, 2-spring/spring, 3-fall/fall (21 | 2)

If out-of-level testing was done at any grade, put the number "1" at the grade levels that apply.

Grade	2	3	4	5	6	7	8	9	10	11	12
Col.	30	31	32	33	34	35	36	37	38	39	40

If none, check box. [X]

TESTING PROGRAM REPORT

Grade		Total Pupils in Project	# of Pupil who took pre/post Test	Month of Pre/Post Testing	Name of Subtest	Pre/Post Battery Level	Pre/Post Form	PRETEST INFORMATION: Mean Standard Score *	PRETEST INFORMATION: Associated Percentile Equivalent	PRETEST INFORMATION: Associated Pretest NCE	POSTTEST INFORMATION: Mean Standard Score *	POSTTEST INFORMATION: Associated Percentile Equivalent	POSTTEST INFORMATION: Associated Posttest NCE	NCE Gain (Col 13 - Col 10)	Weighted NCE Gain (Col 3 x Col 14)
Col.	1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	Col. 13	Col. 14	Col. 15
Card	1	18 - 20	21 - 23	24	26 27	28	29	30 - 31	32 - 33	34 - 37	38 - 39	40 - 41	42 - 45	46 - 49	50 - 55
Grade 2	02	91													
Card 13															
Grade 3	03	109													
Card 14															
Grade 4	04	137													
Card 15															
Grade 5	05	138	74	4.8 / 5.6	Math	Elem Int.	F JS	609	44	46.8	662	50	50.0	+3.2	+236.8
Card 16															
Grade 6	06	163	74	5.8 / 6.6	Math	Int Int	F JS	644	40	44.7	686	46	47.9	+3.2	+236.8
Card 17															
Grade 7	07	156	86	6.8 / 7.8	Math	Int Adv 1	F JS	678	44	46.8	716	40	44.7	-2.1	-180.6
Card 18															
Grade 8	08	151	92	7.8 / 8.8	Math	Adv 1 Adv 1	F JS	724	44	46.8	756	48	48.9	+2.1	+193.2
Card 19															
Grade 9	09	87													
Card 20															
Grade 10	10	105													
Card 21															
Grade 11	11	95													
Card 22															
Grade 12	12	51													

* Raw scores are included in this column only when the test manual converts raw scores to percentiles.

Results and Recommendations

PROJECT OBJECTIVES

Pupils will show month for month gains on an average by grade in Mathematics.

DATA ANALYSIS AND INTERPRETATION

- At grade 7, Suburban Project Concern participants exhibited mean NCE Metropolitan Achievement Test growth in reading which surpassed the level of mean growth reported for Title I schools, but was lower than the level of growth reported for Hartford schools in general.
- At grades 5 and 6, Suburban Project Concern participants exhibited mean NCE Metropolitan Achievement Test growth in mathematics which surpassed the level of mean growth reported for either Hartford schools in general or Hartford Title I schools.
- At grade 7, Suburban Project Concern participants exhibited mean NCE Metropolitan Achievement Test growth in mathematics which was consistent with the level of mean growth reported for Hartford Title I schools, but was lower than the level of growth reported for Hartford schools in general.
- At grade 8, Suburban Project Concern participants exhibited mean NCE Metropolitan Achievement Test growth in mathematics which surpassed the level of mean growth reported for Hartford schools in general, but was lower than the level of growth reported for Hartford Title I schools.

PROJECT RECOMMENDATIONS

Although the services provided through Project Concern should be reviewed in light of the achievement gains exhibited, these gains must be viewed with caution. These gains are based on a pre- to post test analysis of data based on the administration of two editions of the Metropolitan Achievement Tests (i.e., pre- 1970, post 1978). Although tables are available to equate scores on the 1970 edition of the MATs to those on the 1978 edition, these derived scores are only an approximation of how a student might perform on the 1978 edition in light of one's performance on the 1970 edition of the MATs. Thus, the MAT spring to spring achievement growth reported must be viewed as only an estimate of achievement growth due to the differences in the tests administered.

FORM 2: COMPENSATORY PROJECT REPORT - IMPACT DATA

FROM: SCHOOL DISTRICT NAME: Hartford Public Schools (8-9: 06; 10: 4)

PROJECT TITLE: Project Concern Inner-City Component (11)

Please read the instructions and give the following information on the back of the form:

1. Project Objectives
2. Data Analysis and Interpretation
3. Project Recommendations

Type of Project: Public (14: I)

Code: 1-Public, 2-Non-public (enter code at right) — Project Code (15)

Subject Area: Reading

Code: 1-Reading, 2-Language Arts, 3-Mathematics (enter code)

Was Pretest used for Student Selection Code: 1-yes 2-no (enter code): 2 (16)

If yes, was the State approved regression formula applied to data? Code: 1-yes, 2-no (enter code) (17)

Test Name: Metropolitan Achievement Test — Edition: Pre-1970, Post 1973 (18-19: 27)

Type of Norm Used Code: 1-National, 2-Local, 3-Other (enter code): 1 (20)

Testing Schedule Code: 1-fall/spring, 2-spring/spring, 3-fall/fall: 2 (21)

If out-of-level testing was done at any grade, put the number "1" at the grade levels that apply.

Grade	2	3	4	5	6	7	8	9	10	11	12
	30	31	32	33	34	35	36	37	38	39	40

If none, check box. [X]

TESTING PROGRAM REPORT

Grade (Col. 1)	Card	Total Pupils in Project (Col. 2, 18-20)	# of Pupil who took pre/post Test (Col. 3, 21-23)	Month of Pre/Post Testing (Col. 4, 24)	Name of Subtest (Col. 5, 26-27)	Pre/Post Battery Level (Col. 6, 28)	Pre/Post Form (Col. 7, 29)
Grade 2	02	91					
Grade 3	03	109	13	2.8 / 3.7	Rdng.	P2 Elem	F JS
Grade 4	04	137	23	3.8 / 4.6	Rdng.	Elem Elem	F JS
Grade 5	05	138	30	4.8 / 5.6	Rdng.	Elem Int	F JS
Grade 6	06	163	32	5.8 / 6.6	Rdng.	Int Int	F JS
Grade 7	07	156	26	6.8 / 7.8	Rdng.	Int Adv 1	F JS
Grade 8	08	151	24	7.8 / 8.8	Rdng.	Adv 1 Adv 1	F JS
Grade 9	09	87					
Grade 10	10	105					
Grade 11	11	95					
Grade 12	12	51					

Grade	PRETEST INFORMATION: Mean * Standard Score (Col. 8, 30-31)	Associated Percentile Equivalent (Col. 9, 32-33)	Associated Pretest NCE (Col. 10, 34-37)	POSTTEST INFORMATION: Mean * Standard Score (Col. 11, 38-39)	Associated Percentile Equivalent (Col. 12, 40-41)	Associated Posttest NCE (Col. 13, 42-45)	NCE Gain (Col 13 - Col 10) (Col. 14, 46-49)	Weighted NCE Gain (Col 3 x Col 14) (Col. 15, 50-55)
Grade 2								
Grade 3	564	26	36.5	608	24	35.1	-1.4	-18.2
Grade 4	607	24	35.1	658	32	40.1	+5.0	+115.0
Grade 5	630	20	32.3	673	26	36.5	+4.2	+126.0
Grade 6	682	30	39.0	700	34	41.3	+2.3	+73.6
Grade 7	682	26	36.5	674	14	27.2	-9.3	-241.8
Grade 8	737	42	45.8	765	46	47.9	+2.1	+50.4
Grade 9								
Grade 10								
Grade 11								
Grade 12								

* Raw scores are included in this column only when the test manual converts raw scores to percentiles.

Results and Recommendations

PROJECT OBJECTIVES

Pupils will show month for month gains on an average by grade in Reading.

DATA ANALYSIS AND INTERPRETATION

- At grades 4, 5, 6, and 8, Inner-City Project Concern participants exhibited mean NCE Metropolitan Achievement Test growth in reading which surpassed the level of mean growth reported for either Hartford schools in general or Hartford Title I schools.

- At grades 2 and 7, Inner-City Project Concern participants exhibited mean NCE Metropolitan Achievement Test growth in reading which was lower than the level of mean growth reported for either Hartford schools in general or Hartford Title I schools.

PROJECT RECOMMENDATIONS

Although the services provided through Project Concern should be reviewed in light of the achievement gains exhibited, these gains must be viewed with caution. These gains are based on a pre- to post test analysis of data based on the administration of two editions of the Metropolitan Achievement Tests (i.e., pre- 1970, post 1978). Although tables are available to equate scores on the 1970 edition of the MATs to those on the I978 edition, these derived scores are only an approximation of how a student might perform on the 1978 edition in light of one's performance on the 1970 edition of the MATs. Thus, the MAT spring to spring achievement growth reported must be viewed as only an estimate of achievement growth due to the differences in the tests administered.

FORM 2: COMPENSATORY PROJECT REPORT - IMPACT DATA

FROM: SCHOOL DISTRICT NAME Hartford Public Schools | 8 9 10 06 4 | PROJECT TITLE Project Concern Inner-City Component | 13 11

Please read the instructions and give the following information on the back of the form:

1. Project Objectives
2. Data Analysis and Interpretation
3. Project Recommendations

Type of Project Public | 14 1

Code: 1-Public, 2-Non-public (enter code at right) Project Code | 15

Subject Area Language | 2

Code: 1-Reading, 2-Language Arts, 3-Mathematics (enter code)

Was Pretest used for Student Selection Code: 1-yes 2-no (enter code) | 16 2

If yes, was the State approved regression formula applied to data? Code: 1-yes, 2-no (enter code) | 17

Test Name Metropolitan Achievement Tests | Edition Pre-1970, Post 1978 | 18 19 2 7

Type of Norm Used National | 20 1

Code: 1-National, 2-Local, 3-Other (enter code)

Testing Schedule Code: 1-fall/spring, 2-spring/spring, 3-fall/fall | 21 2

If out-of-level testing was done at any grade, put the number "1" at the grade levels that apply.

Grade	2	3	4	5	6	7	8	9	10	11	12
	30	31	32	33	34	35	36	37	38	39	40

If none, check box. [X]

TESTING PROGRAM REPORT

Grade		Total Pupils in Project	# of Pupil who took pre/post Test	Month of Pre/Post Testing	Name of Subtest	Pre/Post Battery Level	Pre/Post Form	PRETEST INFORMATION: Mean * Standard Score	PRETEST INFORMATION: Associated Percentile Equivalent	PRETEST INFORMATION: Associated Pretest NCE	POSTTEST INFORMATION: Mean * Standard Score	POSTTEST INFORMATION: Associated Percentile Equivalent	POSTTEST INFORMATION: Associated Posttest NCE	NCE Gain (Col 13 - Col 10)	Weighted NCE Gain (Col 3 x Col 14)
		Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	Col. 13	Col. 14	Col. 15
Card 17	07	18 - 20	21 - 23	24		26 27	28	29	30 - 31	32 - 33	34 - 37	38 - 39	40 - 41	42 - 45	46 - 49	50 - 55
Grade 7	02	91														
Card 13																
Grade 1	03	109														
Card 14																
Grade 4	04	137														
Card 15																
Grade 5	05	138	30	4.8 / 5.6	Lang.	P2 / Elem	F / JS		560	26	36.5	635	34	41.3	+4.8	+144.0
Card 16																
Grade 6	06	163	32	5.8 / 6.6	Lang.	Elem / Elem	F / JS		612	26	36.5	668	40	44.7	+8.2	+262.4
Card 17																
Grade 7	07	156	26	6.8 / 7.8	Lang.	Elem / Adv 1	F / JS		646	34	41.3	670	26	36.5	-4.8	-124.8
Card 18																
Grade 8	08	151	24	7.8 / 8.8	Lang.	Adv 1 / Adv 1	F / JS		701	36	42.5	759	48	48.9	+6.4	+153.6
Card 19																
Grade 9	09	87														
Card 20																
Grade 10	10	105														
Card 21																
Grade 11	11	95														
Card 22																
Grade 12	12	51														

* Raw scores are included in this column only when the test manual converts raw scores to percentiles.

Results and Recommendations

PROJECT OBJECTIVES

Pupils will show month for month gains on an average by grade in Language.

DATA ANALYSIS AND INTERPRETATION

Inner-City Project Concern participants exhibited mean NCE Metropolitan Achievement Test growth in Language at grades 5, 6, and 8.

PROJECT RECOMMENDATIONS

Although the services provided through Project Concern should be reviewed in light of the achievement gains exhibited, these gains must be viewed with caution. These gains are based on a pre- to post test analysis of data based on the administration of two editions of the Metropolitan Achievement Tests (i.e., pre- 1970, post 1978). Although tables are available to equate scores on the 1970 edition of the MATs to those on the 1978 edition, these derived scores are only an approximation of how a student might perform on the 1978 edition in light of one's performance on the 1970 edition of the MATs. Thus, the MAT spring to spring achievement growth reported must be viewed as only an estimate of achievement growth due to the differences in the tests administered.

FORM 2: COMPENSATORY PROJECT REPORT - IMPACT DATA

FROM: SCHOOL DISTRICT NAME: Hartford Public Schools (8-9: 06) (10: 4)

PROJECT TITLE: Project Concern Inner-City Component (13: 11)

Please read the instructions and give the following information on the back of the form:

1. Project Objectives
2. Data Analysis and Interpretation
3. Project Recommendations

Type of Project: Public (14: 1)
Code: 1=Public, 2=Non-public (enter code at right) — Project Code (15: 3)

Subject Area: Mathematics
Code: 1=Reading, 2=Language Arts, 3=Mathematics (enter code)

Was Pretest used for Student Selection Code: 1=yes 2=no (enter code) (16: 2)

If yes, was the State approved regression formula applied to data? Code: 1=yes, 2=no (enter code) (17)

Test Name: Metropolitan Achievement Tests (18-19: 27) Edition: Pre- 1970, Post 1978

Type of Norm Used: National (20: 1)
Code: 1=National, 2=Local, 3=Other (enter code)

Testing Schedule (21: 2)
Code: 1=fall/spring, 2=spring/spring, 3=fall/fall

If out-of-level testing was done at any grade, put the number "1" at the grade levels that apply.

Grade	2	3	4	5	6	7	8	9	10	11	12
	30	31	32	33	34	35	36	37	38	39	40

If none, check box. [X]

TESTING PROGRAM REPORT

Grade	Card	Total Pupils in Project (Col. 2, 18-20)	# of Pupils who took pre/post Test (Col. 3, 21-23)	Month of Pre/Post Testing (Col. 4, 24)	Name of Subtest (Col. 5, 26-27)	Pre/Post Battery Level (Col. 6, 28)	Pre/Post Form (Col. 7, 29)	PRETEST INFORMATION: Mean Standard Score* (Col. 8, 30-31)	Associated Percentile Equivalent (Col. 9, 32-33)	Associated Pretest NCE (Col. 10, 34-37)	POSTTEST INFORMATION: Mean Standard Score* (Col. 11, 38-39)	Associated Percentile Equivalent (Col. 12, 40-41)	Associated Posttest NCE (Col. 13, 42-45)	NCE Gain (Col 13 - Col 10) (Col. 14, 46-49)	Weighted NCE Gain (Col 3 x Col 14) (Col. 15, 50-55)
Grade 2	02	91													
Grade 3	03	109													
Grade 4	04	137													
Grade 5	05	138	30	4.8 / 5.6	Math	P2 Elem	F JS	561	26	36.5	605	23	34.4	-2.1	-63.0
Grade 6	06	163	32	5.8 / 6.6	Math	Elem Elem	F JS	616	28	37.7	645	30	39.0	+1.3	+33.3
Grade 7	07	156	26	6.8 / 7.8	Math	Elem Adv 1	F JS	637	28	37.7	681	22	33.7	-4.0	-104.0
Grade 8	08	151	24	7.8 / 8.8	Math	Adv 1 Adv 1	F JS	712	38	43.6	738	40	44.7	+1.1	+26.4
Grade 9	09	87													
Grade 10	10	105													
Grade 11	11	95													
Grade 12	12	51													

* Raw scores are included in this column only when the test manual converts raw scores to percentiles.

97

Results and Recommendations

PROJECT OBJECTIVES

Pupils will show month for month gains on an average by grade in Mathematics.

DATA ANALYSIS AND INTERPRETATION

- At grade 6, Inner-City Project Concern participants exhibited mean NCE Metropolitan Achievement Test growth in mathematics which was consistent with the level of growth reported for Hartford schools in general and higher than the level of growth reported for Hartford Title I schools.

- At grade 8, Inner-City Project Concern participants exhibited mean NCE Metropolitan Achievement Test growth in mathematics which was consistent with the level of growth reported for Hartford schools in general, but was lower than the level of growth reported for Hartford Title I schools.

- At grades 5 and 7, Inner-City Project Concern participants exhibited mean NCE Metropolitan Achievement Test growth in mathematics which was lower than the level of mean growth reported for either Hartford schools in general or Hartford Title I schools.

PROJECT RECOMMENDATIONS

Although the services provided through Project Concern should be reviewed in light of the achievement gains exhibited, these gains must be viewed with caution. These gains are based on a pre- to post test analysis of data based on the administration of two editions of the Metropolitan Achievement Tests (i.e., pre- 1970, post 1978). Although tables are available to equate scores on the 1970 edition of the MATs to those on the 1978 edition, these derived scores are only an approximation of how a student might perform on the 1978 edition in light of one's performance on the 1970 edition of the MATs. Thus, the MAT spring to spring achievement growth reported must be viewed as only an estimate of achievement growth due to the differences in the tests administered.